
Santa Monica College

INSTITUTIONAL SELF-STUDY REPORT IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

SUBMITTED BY

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

TO

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

JANUARY 2010

Certification Page

CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT

December 16, 2009

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

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

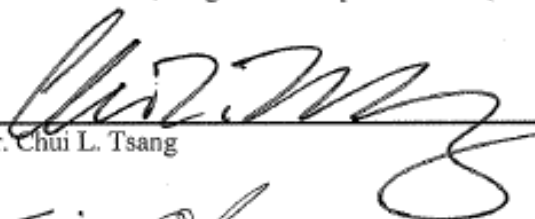
The Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

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

Signed



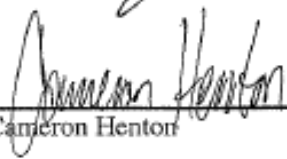
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Mission, Vision, Values and Goals

Changing Lives in the Global Community through Excellence in Education

Mission

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

To fulfill this mission, Santa Monica College provides open and affordable access to high quality associate degree and certificate of achievement programs. These programs prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning.

Santa Monica College serves the world's diverse communities by offering educational opportunities which embrace the exchange of ideas in an open, caring community of learners and which recognize the critical importance of each individual's contribution to the achievement of the college's vision.

Vision and Core Values

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

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

Goals

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

Institutional Learning Outcomes

Santa Monica students will:

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

- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions and solve problems.
- Respect the inter-relatedness of the global human environment, engage with diverse peoples and acknowledge the significance of their daily actions relative to broader issues and events.
- Assume responsibility for their impact on the earth by living a sustainable and ethical life style.

Supporting Goals

Innovative and Responsive Academic Environment

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

Supportive Learning Environment

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

Stable Fiscal Environment

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

Sustainable Physical Environment

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

Supportive Collegial Environment

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

College History

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

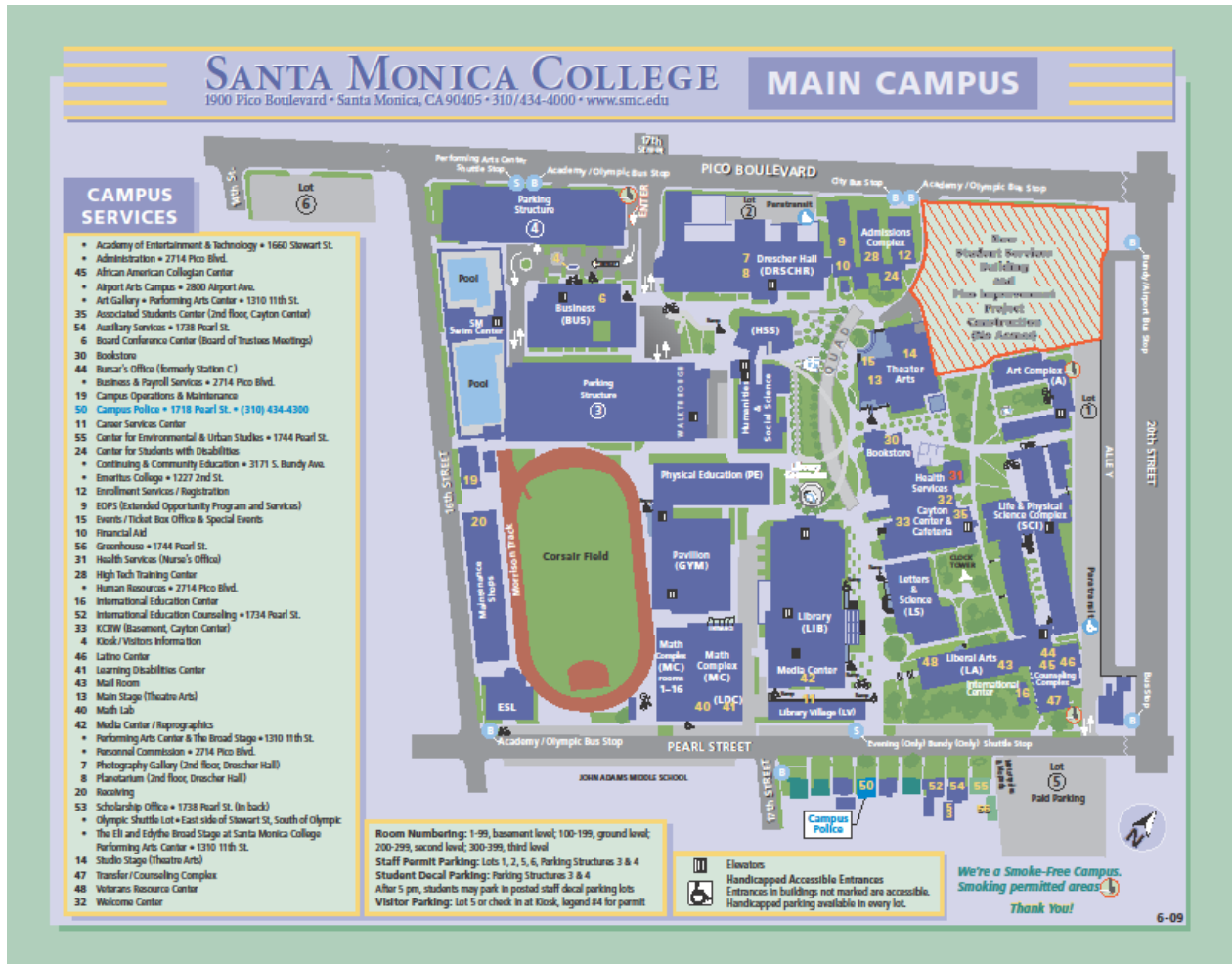
Today, Santa Monica College is the Westside's leading job trainer and the nation's undisputed leader in transfers to the University of California system, including UCLA. Additionally, Santa Monica College's reputation for quality attracts students from more than 100 countries around the world, and currently,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

Santa Monica College Maps

Main Campus and Satellite Sites



Main Campus Map



Demographic Data

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

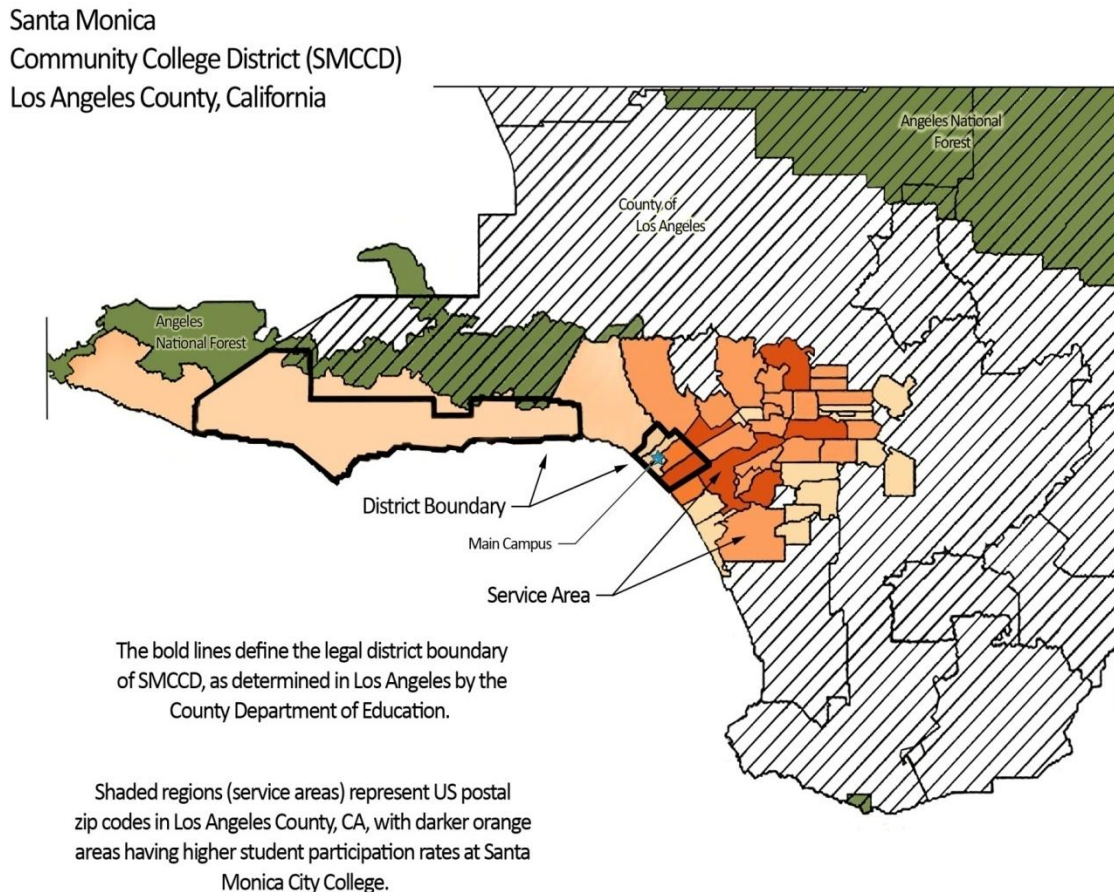


Figure 1: Santa Monica College District

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

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

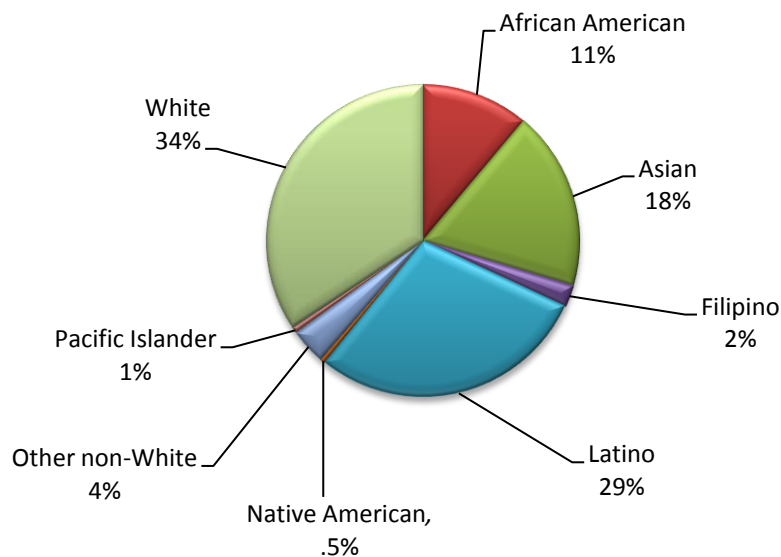


Figure 2: Distribution of Resident Credit Students by Ethnicity 2008-2009

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

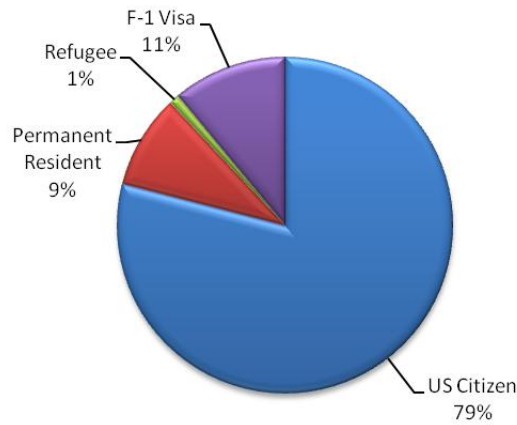


Figure 3: Fall 2008 Enrollment of Credit Students by Citizenship Status

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

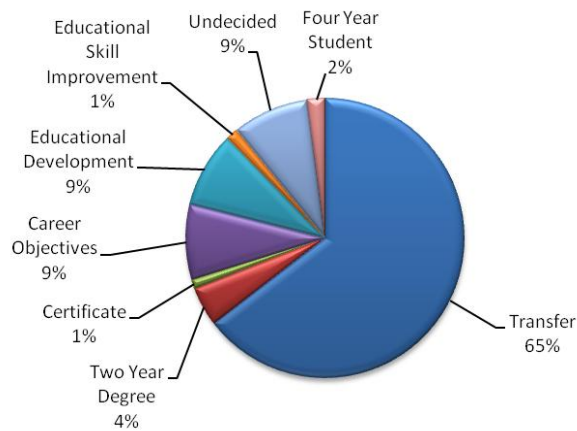


Figure 4: Fall 2008 Student Enrollment by Stated Educational Goal

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

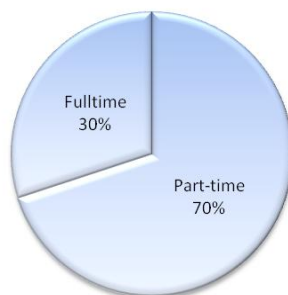


Figure 5: Fall 2008 Student Enrollment by Unit Load

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

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

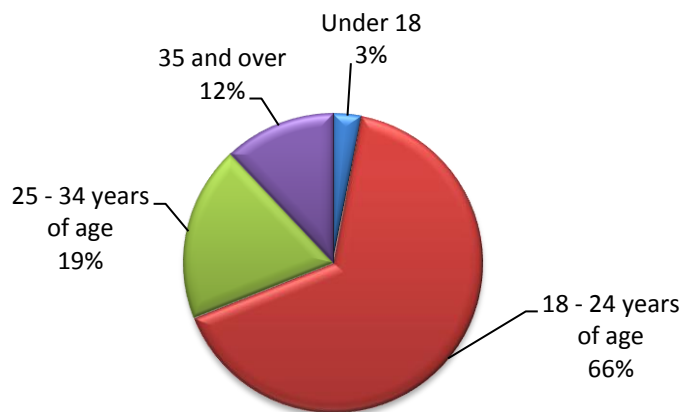


Figure 6: Age Distribution of Credit students as a Percentage of the Student Body

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

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

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

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

(Only students of known ethnicities reported)

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

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

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

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

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

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

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

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

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

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

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

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

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

Enrollment Statistics

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

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

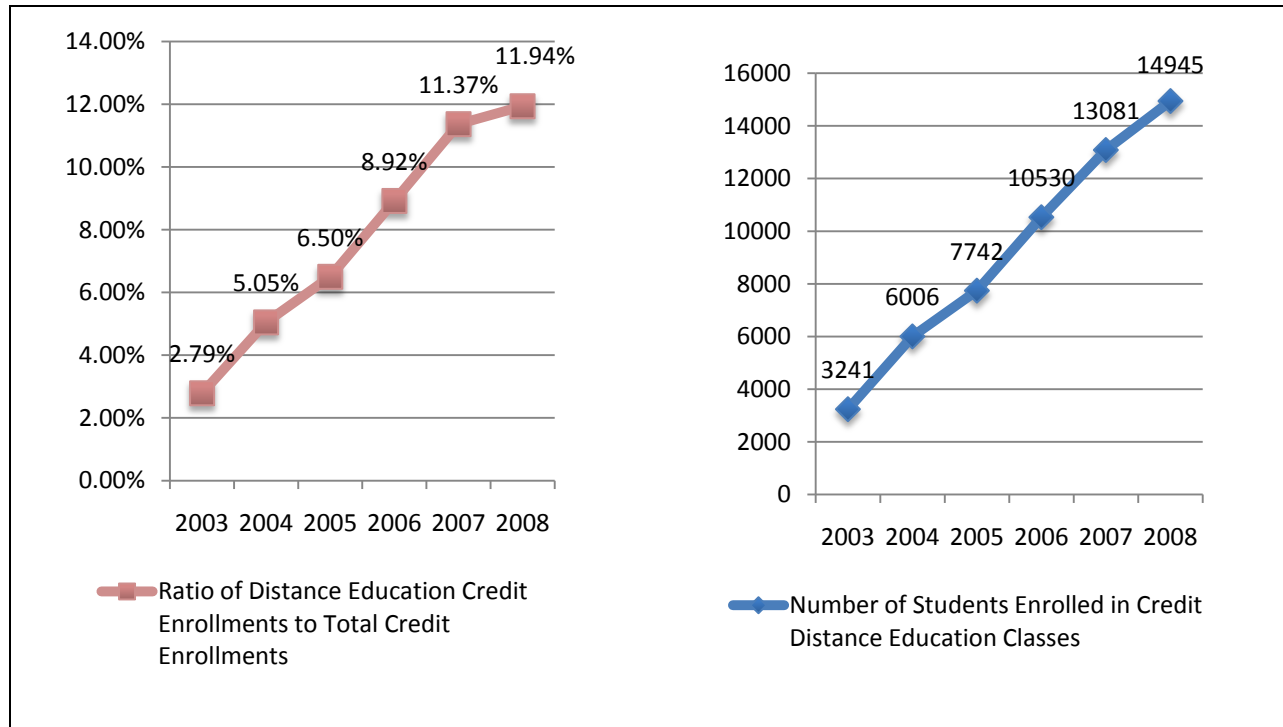


Figure 7: Comparison of Distance Education Headcount and Enrollment 2003-2004 through 2008-2009

Student Preparedness for College

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

Career Technical Education Program Enrollment

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

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

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

Faculty, Staff and Administrator Demographic Data

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

Academic Administrators (55 total):

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

Classified Managers (29 total):

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

¹ Santa Monica College Employee Diversity Report, October 6, 2009:

http://www.smc.edu/projects/169/SMC_Employee_Diversity_Report/SMC_Employee_Diversity_Report_2006-2008_dated_10_06_2009_-_Full_Version.pdf

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

Classified Support Staff (473 total)

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

Full-Time Faculty (318 total):

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

Part-Time Faculty (1,114 total):

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

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

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

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

GOAL 1: STUDENT SUCCESS

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

Standard I: Institutional Mission and Effectiveness

- ◆ *(IA.1) The Vice President of Academic Affairs, the Vice President of Student Affairs, and the Associate Vice President of Planning and Development will coordinate a systematic review to track the unintended effects of reductions in service (e.g., changes in persistence and graduation rates, degrees awarded, and availability of tutoring and counseling appointments) for use in future decision-making. (Academic Affairs, Student Affairs, Planning and Development)*

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

Standard II: Student Learning Programs and Services

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GOAL 2: ACADEMIC EXCELLENCE

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

Standard I: Institutional Mission and Effectiveness

- ◆ ***(IB.3 and IB.5) The Office of Planning and Development will develop a feedback loop from the users to the research office to determine how the information was used and that the information provided was effective for the user's purposes. (Planning and Development)***

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

- ◆ ***(IB.3 and IB.5) In addition to posting research results to the College's website, research findings will be shared through a wider variety of venues, such as professional development workshops. (Planning and Development)***

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

Standard II: Student Learning Programs and Services

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard III: Resources

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GOAL 3: COMMUNITY OF MUTUAL RESPECT

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

Standard I: Institutional Mission and Effectiveness

- ◆ ***(IB.3 and IB.5) Communications from the Office of Institutional Research will be designed to be as user-friendly as possible, with the recognition that many people are not trained in the analysis and interpretation of statistics. (Planning and Development)***

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

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

Standard III: Resources

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard IV: Leadership and Governance

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GOAL 4: EFFECTIVE USE OF TECHNOLOGY

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

Standard I: Institutional Mission and Effectiveness

- ◆ *(IA.2) The Superintendent/President's Office will ensure that the current versions of the Vision, Mission, and Goals statements are posted to the website. (Superintendent/President's Office)*

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

Standard II: Student Learning Programs and Services

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

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

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

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

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

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

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

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

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

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

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

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

Standard III: Resources

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard IV: Leadership and Governance

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

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

GOAL 5: COMMUNITY PARTNERSHIPS

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

Standard II: Student Learning Programs and Services

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

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

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

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

Standard III: Resources

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

This idea was discussed but determined unfeasible.

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

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

Standard IV: Leadership and Governance

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

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

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

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

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

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

GOAL 6: SUPPORTIVE PHYSICAL ENVIRONMENT

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

Standard II: Student Learning Programs and Services

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

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

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

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

Standard III: Resources

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

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

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

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

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

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

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

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

ALL GOALS

Standard I: Institutional Mission and Effectiveness

- ◆ *(IB.3 and IB.5) When more resources are available, the Collegewide Coordinating Council will develop a plan for re-establishing a robust research arm of the College. (Planning and Development)*

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

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

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

Standard III: Resources

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

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

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

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

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

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

Standard IV: Leadership and Governance

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

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

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

GOAL 1: STUDENT SUCCESS

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

Standard II: Student Learning Programs and Services

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

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

GOAL 2: ACADEMIC EXCELLENCE

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

Standard III: Resources

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

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

GOAL 3: COMMUNITY OF MUTUAL RESPECT

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

Standard III: Resources

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

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

Standard IV: Leadership and Governance

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

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

ALL GOALS

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

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

Standard IV: Leadership and Governance

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

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

Longitudinal Student Achievement Data

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

Number of Degrees and Certificates Awarded

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

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

Transfer Rates

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

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

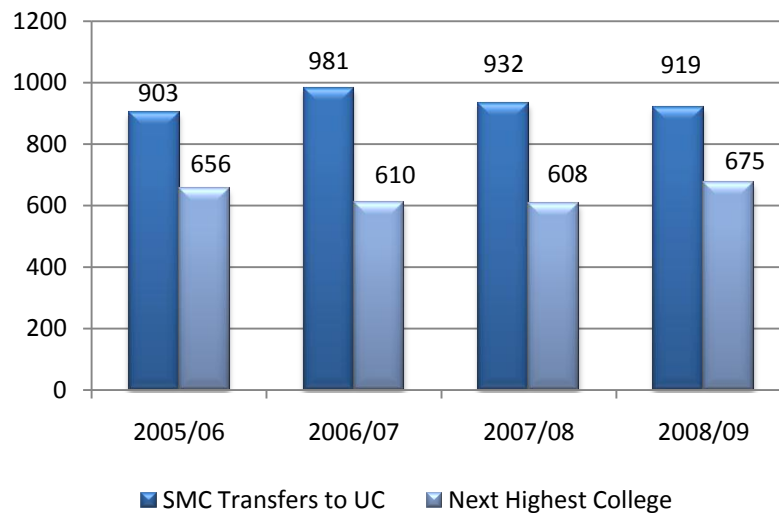


Figure 8: SMC Transfers to UCs, Compared to the Next Highest College (2005/2006 – 2008/2009)

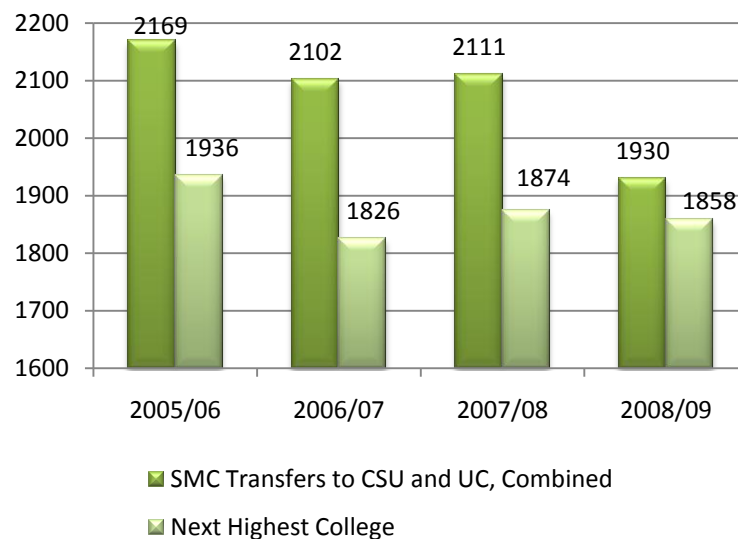


Figure 9: Comparison of SMC Transfers to the UC and CSU, Combined, Compared to the Next Highest College (2005/2006 – 2008/2009)

Course Completion Rates

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

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

Retention and Fall to Fall Persistence Rates

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

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

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

² http://www.smc.edu/Projects/187/FacultyStaff/Retention_Rates/Retention_Rates_0405-0708_revised.pdf

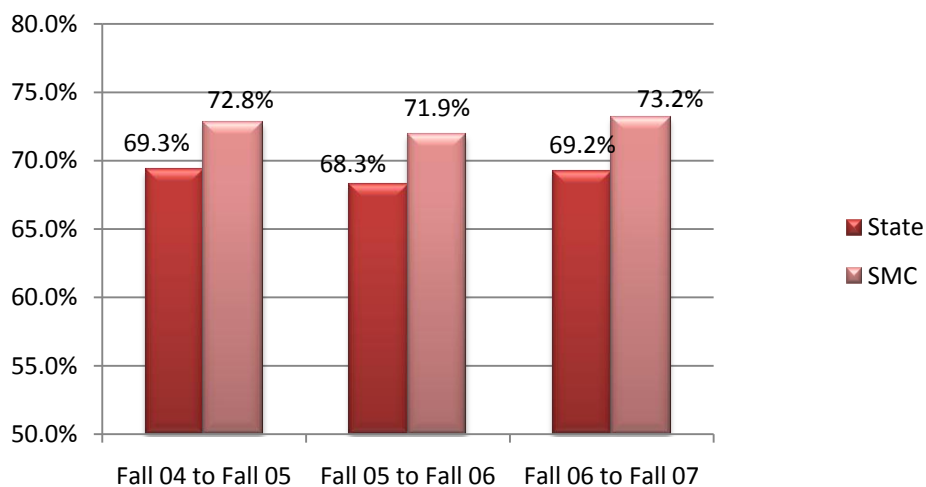


Figure 10: Comparison of Local Performance to State Performance on the Fall to Fall Persistence Rate

Basic Skills Completion

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



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

Scores on Licensure Examinations

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

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

Program Review

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

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

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

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

Student Learning Outcomes and Assessment

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

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

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

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

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

Off-Campus Site and Distance Learning

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

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

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

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

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

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

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

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

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

Associate in Arts Degrees:

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

Certificates of Achievement and/or Department Certificates:

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

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

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

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

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

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

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

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

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

Self-Study Report Abstract

Standard I: Institutional Mission and Effectiveness

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

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

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

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

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

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

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

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

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

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

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

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

Standard II: Student Learning Programs and Services

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard III: Resources

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standard IV: Leadership and Governance

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

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

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

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

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

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

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

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

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

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

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

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

Organization for Accreditation 2010 Self-Study

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

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

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

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

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

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

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

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

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

Timeline for Accreditation 2010 Self-Study

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

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

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

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

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

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

Accreditation Self-Study Participants

ACCREDITATION STEERING COMMITTEE

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

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

ACCREDITATION STANDARD COMMITTEES

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

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

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*–Subcommittee Co-Chair

ACCREDITATION STANDARD COMMITTEES

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

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

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 *–Subcommittee Co-Chair

ACCREDITATION STANDARD COMMITTEES

Standard Three: *Resources*

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

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

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R—Retired
S–Student
*–Subcommittee Co-Chair

ACCREDITATION STANDARD COMMITTEES

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

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

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

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

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F–Faculty
M–Classified Manager
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S–Student
*–Subcommittee Co-Chair

Organization of the Institution

BOARD OF TRUSTEES

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

DR. ANDREW WALZER, VICE CHAIR

DR. SUSAN AMINOFF

DR. NANCY GREENSTEIN

LOUISE JAFFE

DR. MARGARET QUIÑONES-PEREZ

ROB RADER

SETH SMITH, STUDENT TRUSTEE

Santa Monica College Administration

SENIOR ADMINISTRATIVE STAFF

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

DEANS

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

ASSOCIATE DEANS

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

DIRECTORS (ACADEMIC)

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

CLASSIFIED MANAGERS

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

CLASSIFIED MANAGERS (CONTINUED)

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

PROJECT MANAGERS

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

District Planning and Advisory Council

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

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

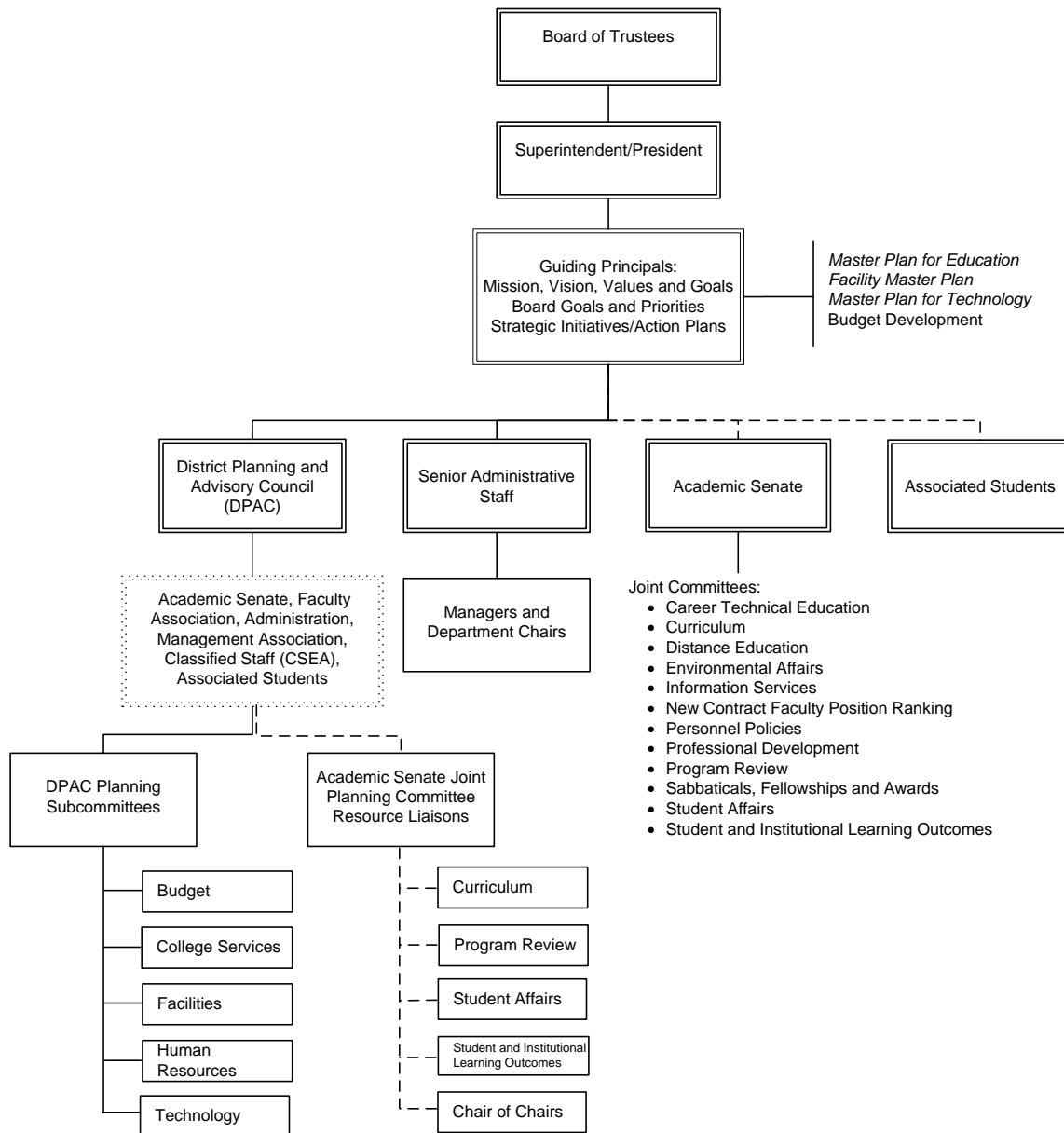


Figure 12: Santa Monica College Planning Structure

Organization Charts

Chart 1: Senior Administrative Staff

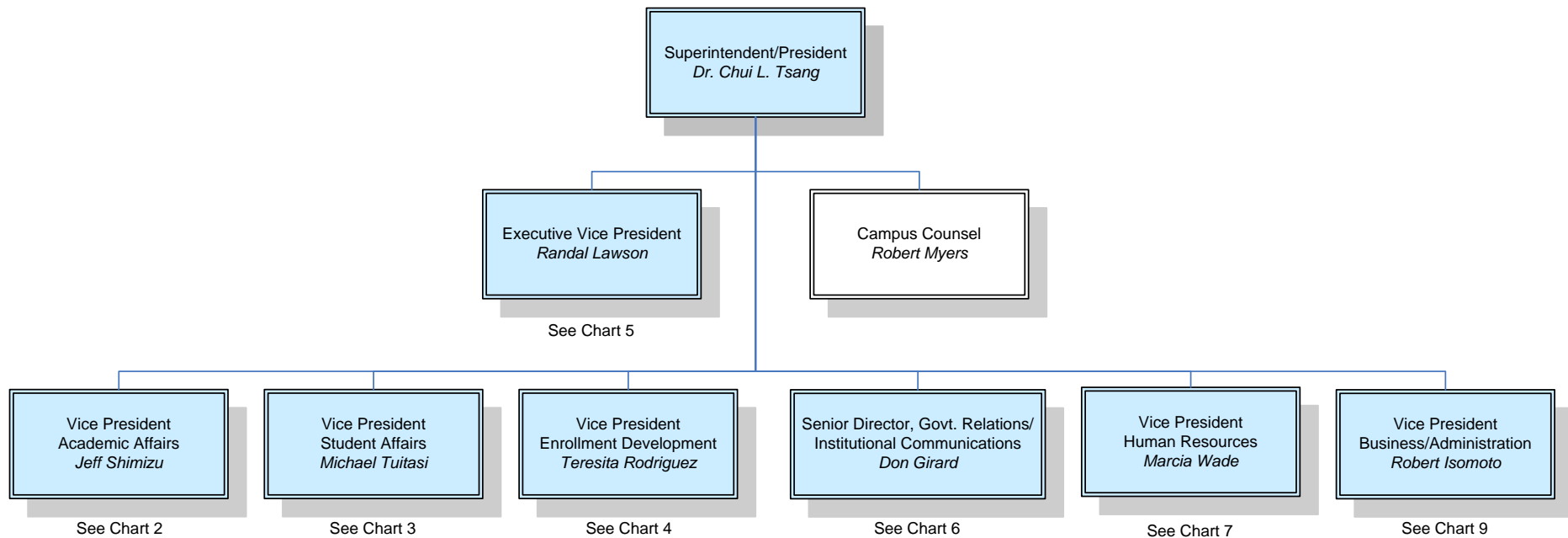


Chart 2: Academic Affairs

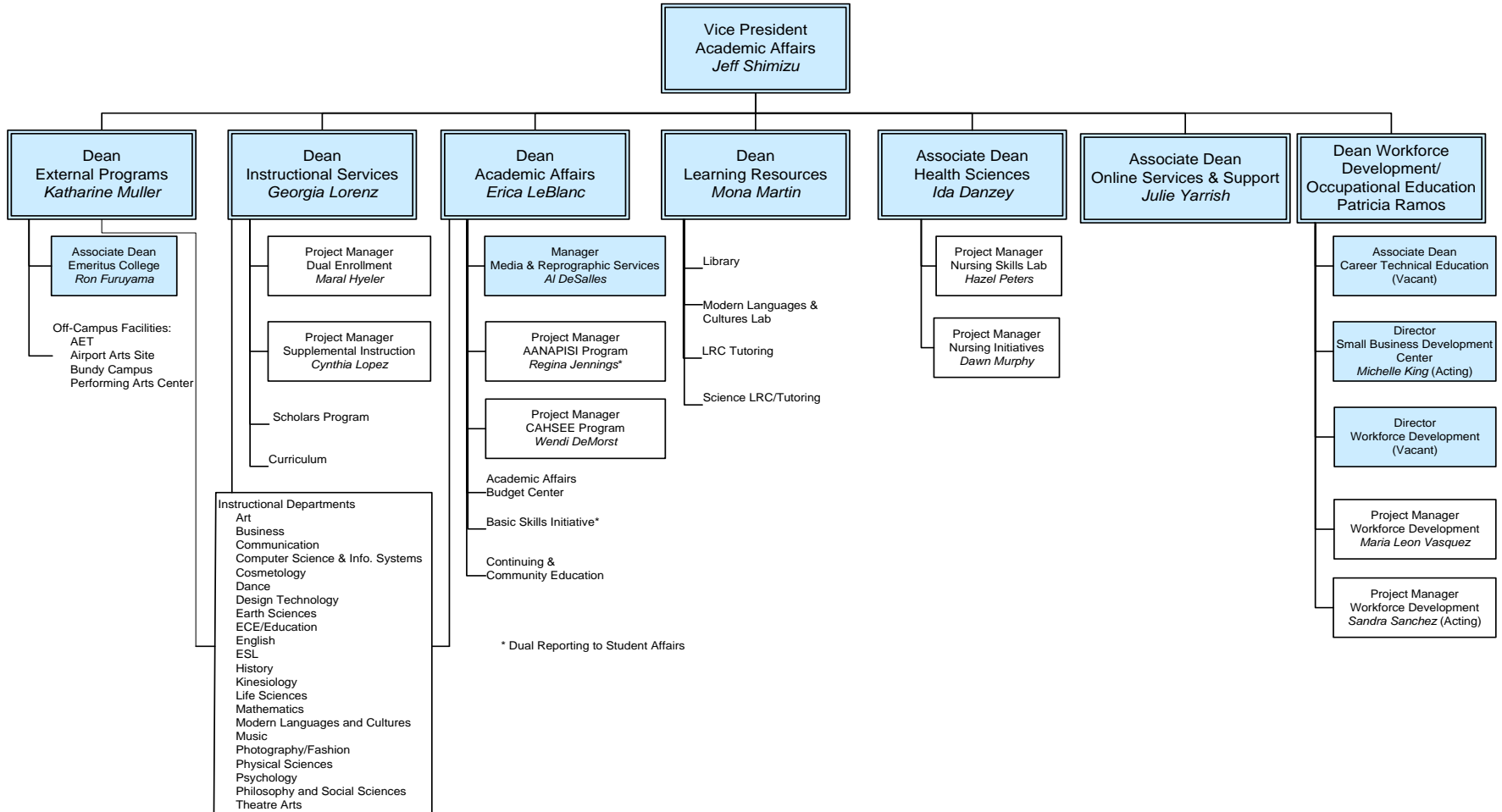


Chart 3: Student Affairs

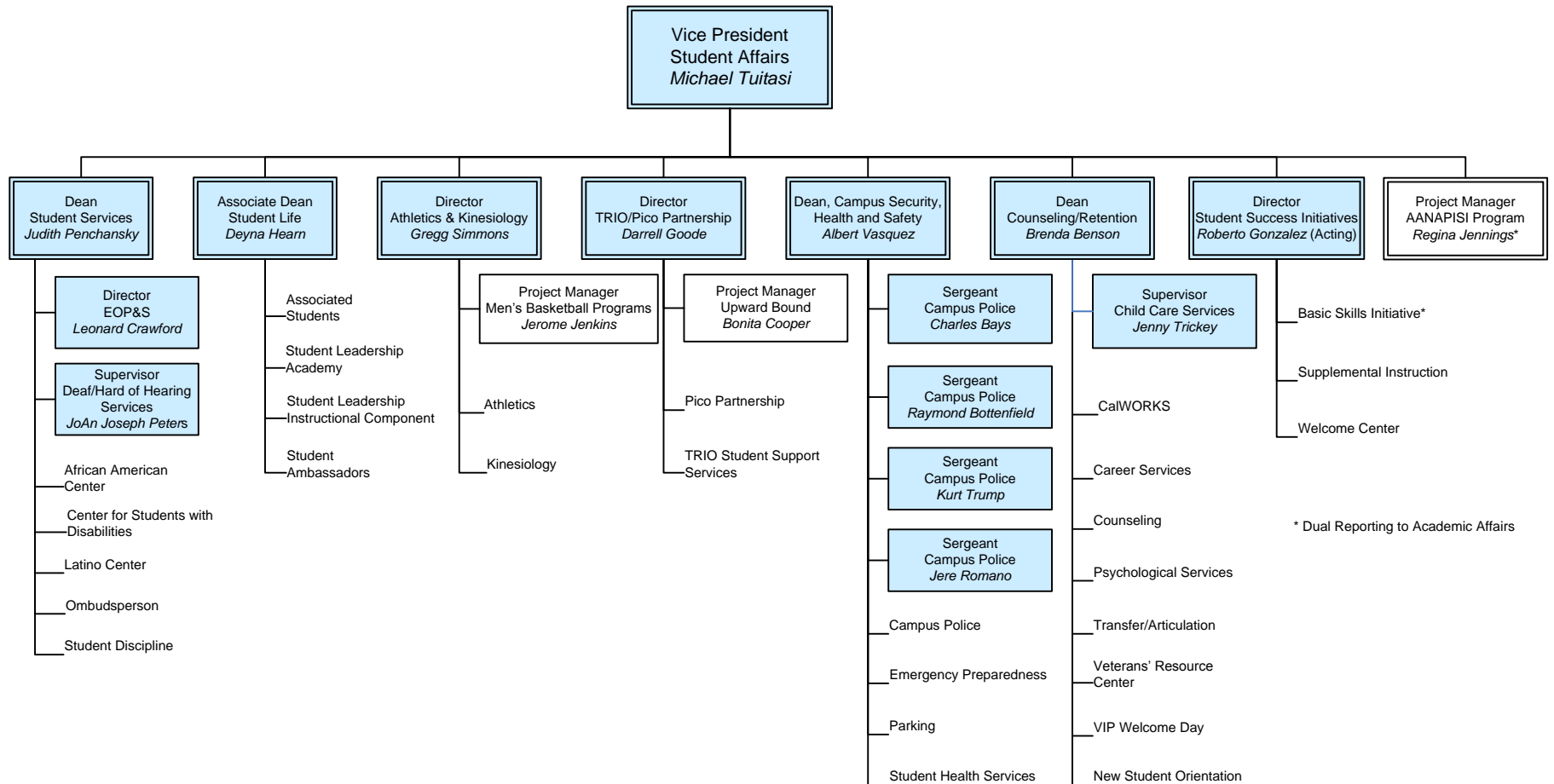


Chart 4: Enrollment Development

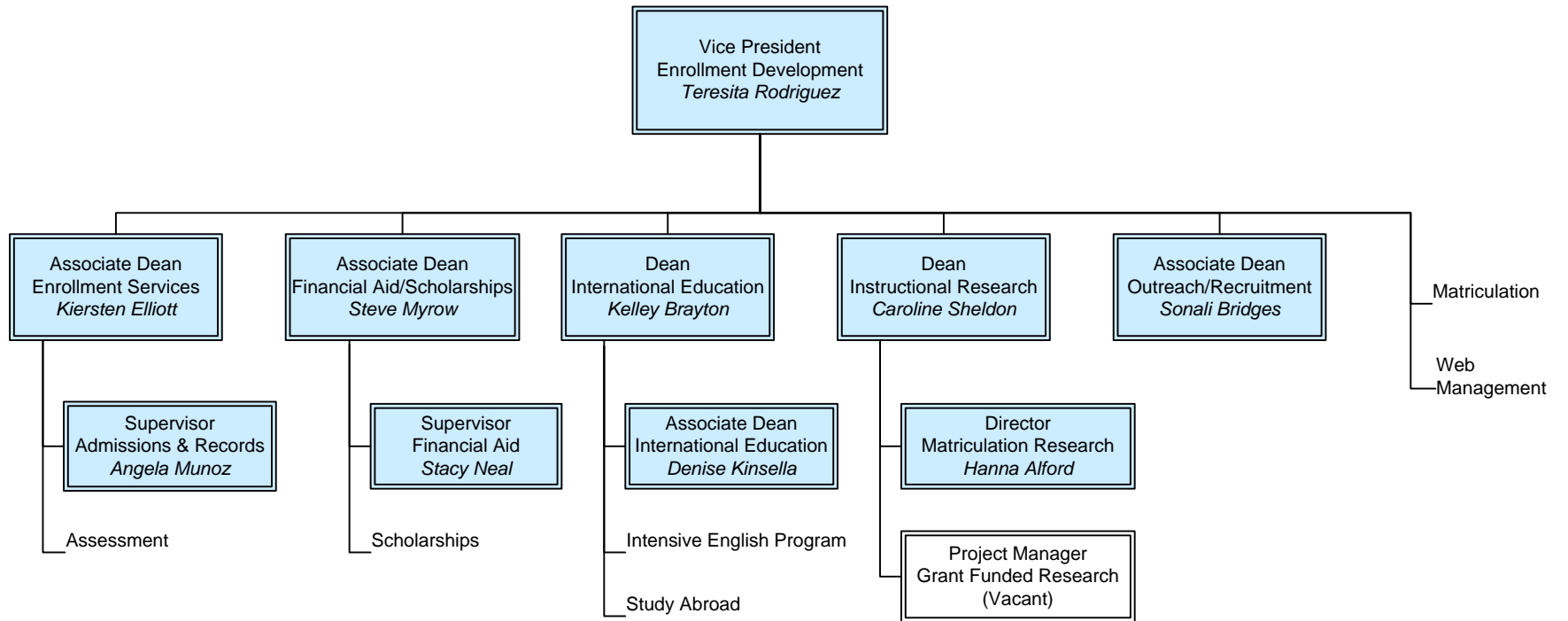


Chart 5: Executive Vice President and Information Technology

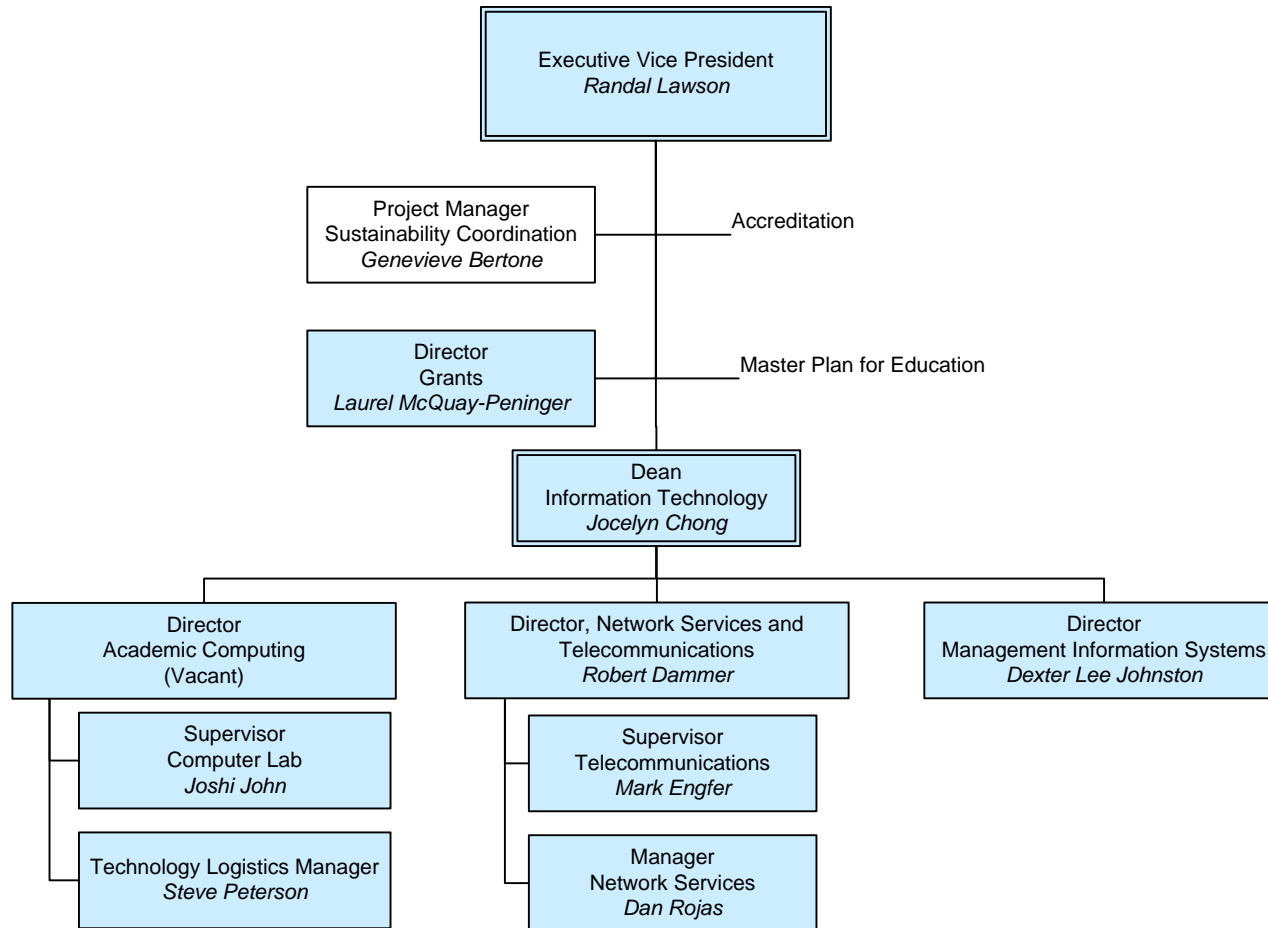


Chart 6: Government Relations/Institutional Communications

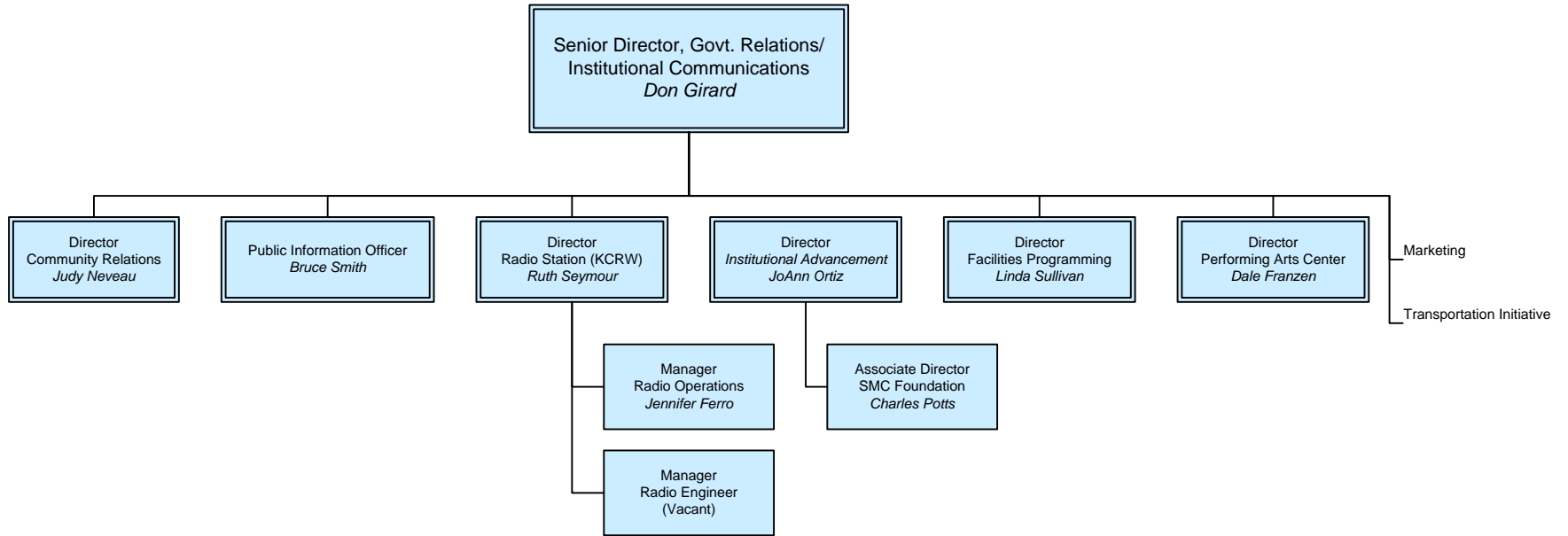


Chart 7: Human Resources

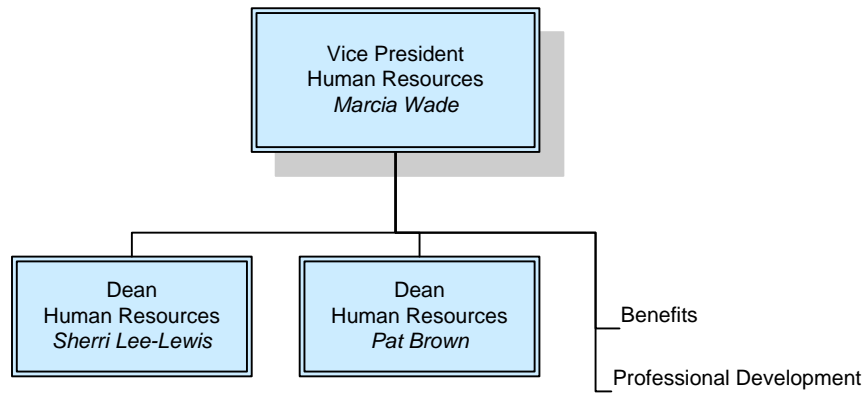


Chart 8: Personnel Commission

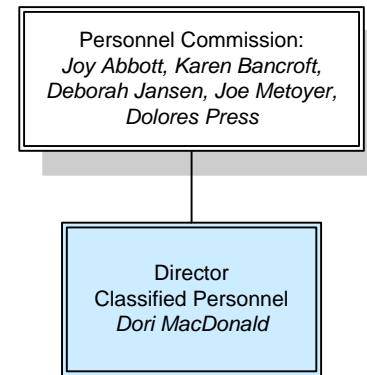
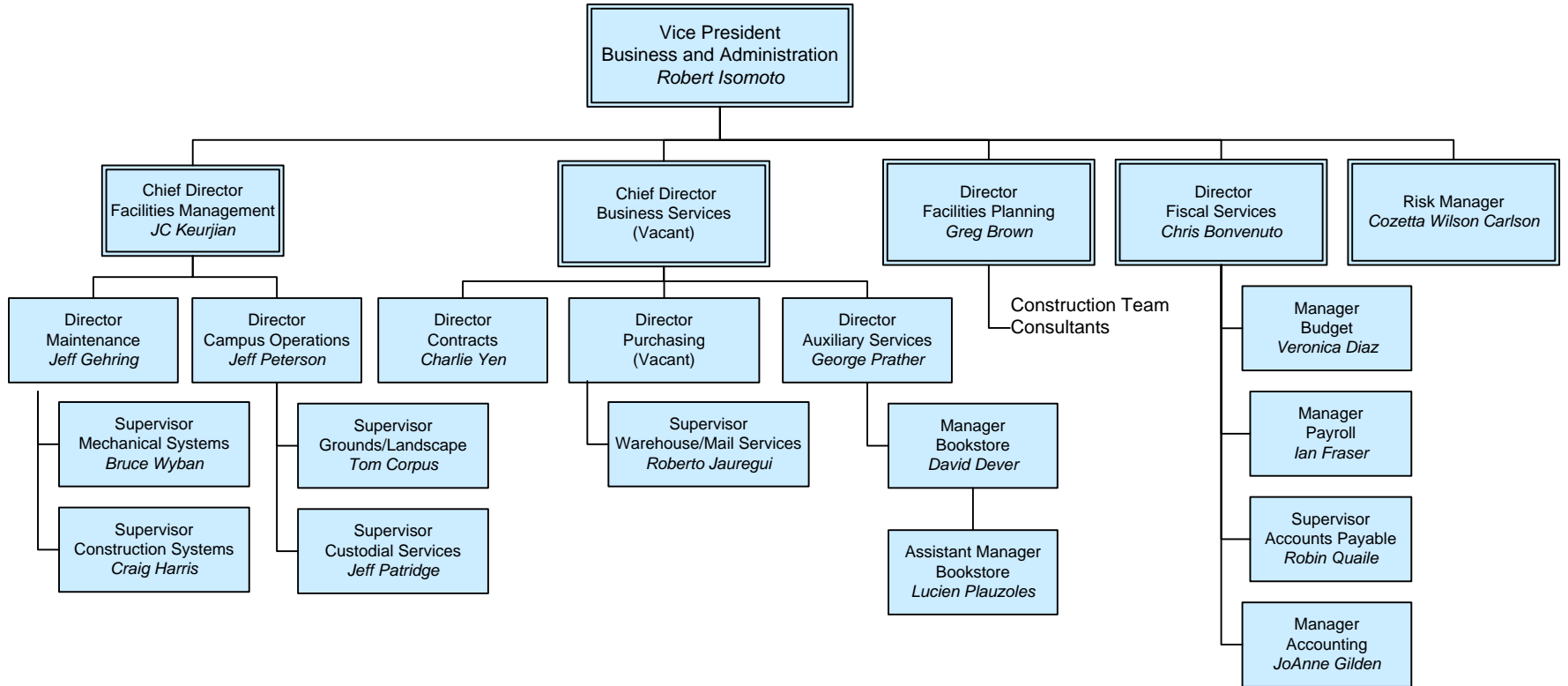


Chart 9: Business and Administration



Certification of Continued Compliance with Eligibility Requirements

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

1. **Authority:**

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

2. **Mission:**

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

3. **Governing Board:**

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

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

4. Chief Executive Officer:

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

5. Administrative Capacity:

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

6. Operational Status:

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

7. Degrees:

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

8. Educational Programs:

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

9. Academic Credit:

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

10. Student Learning and Achievement:

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

11. General Education:

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

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

12. Academic Freedom:

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

13. Faculty:

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

14. Student Services:

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

15. Admissions:

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

16. Information and Learning Resources:

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

17. Financial Resources:

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

18. Financial Accountability:

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

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

19. **Institutional Planning and Evaluation:**

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

20. **Public Information:**

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

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

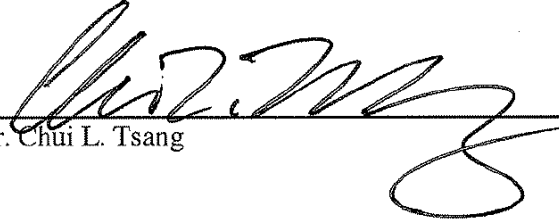
21. **Relations with the Accrediting Commission:**

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

Signed,



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



Dr. Chui L. Tsang Superintendent/President

Santa Monica College: Our Story

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

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

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

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

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

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

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

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

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

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

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

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

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

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Response to Recommendations of the 2004 Visiting Team

The team recommends the college initiate an institution-wide dialogue about student learning outcomes and processes to facilitate learning. This dialogue should lead to documented implementation and results of a cyclical process of learning outcomes development, systemic assessment, and institutional and programmatic improvement. (Standards I A.1; I B; I B.1 and 3; II A.1.a and c; II A.2.a, b, e, f, h, and i; II A.3 and 6; II.A.6.a; II B; II B.4; II C; II C.2; III A.1.c; IV B.2.b)

In early September 2004, the Superintendent/President and the Academic Senate President called together a group of faculty leaders along with the Vice President, Academic Affairs and Vice President, Student Affairs for the purpose of setting goals and creating timelines for establishing course level student learning outcomes. This group reviewed the plans and materials associated with the “Beta Project,” an earlier effort that had been abandoned in Spring 2002 due to issues related to the College’s fiscal crisis. The group agreed to use the Alverno College Institute publication, *Student Learning: A Central Focus for Institutions of Higher Education*, as the framework for discussion and to focus initially on two key committees: the Academic Senate Joint Curriculum Committee and the Academic Senate Department Chairs Committee.¹ The group also developed a tentative 2004-2005 academic year timeline for institutional activities and events such as guest speakers, conference/workshop attendance, flex day breakout sessions, in-house presentations, and other meetings.

Both the Academic Senate Joint Curriculum Committee and the Academic Senate Department Chairs Committee devoted one meeting (in September 2004) to the discussion of the introductory chapter and selected case studies from the Alverno publication and a PowerPoint presentation developed by a Counseling faculty member on the evolution of the student learning outcomes/assessment movement. While these preliminary discussions were valuable and informative, they generated few follow-up activities.

In October 2004, the Academic Senate President and the Vice President, Academic Affairs devoted one of their weekly academic leaders meetings (attended by Academic Senate leaders, the Vice President, Academic Affairs and Vice President, Student Affairs) to addressing their common concern that their original approach of establishing a meaningful dialogue was too passive and could result in an entire academic year engaged in a “planning to plan” dialogue rather than plans of action. This meeting, which included several of the faculty leaders who had participated in the September planning meeting, was pivotal in moving the process forward. The group agreed that good humor and a hands-on approach would most likely achieve the desired results.

Discussion revealed that, while faculty were not necessarily resistant to the concept of student learning outcomes, attitudes ranged from disinterest to intimidation when faced with the perceived complexity of formally assessing student learning outcomes. To address this, the group developed an exercise, “best-guess SLOs” (derived from an elementary school spelling activity), in which groups of faculty members were given basic information about student learning outcomes and then asked to develop measurable student learning outcomes from the objectives of their own and each other’s courses. The purpose was to stimulate interest in student learning outcomes in a non-judgmental environment in which there could be no “wrong answers” and no intended official product. The faculty members present agreed to serve as facilitators for this activity with groups of faculty members they would informally recruit.

Starting with a group designing “best-guess SLOs” for history, mathematics and English, these informal discussions gradually spread to other disciplines and accomplished the intended purpose of heightening the level of interest needed to initiate a more formal dialogue. At an October meeting, the Academic Senate Joint Curriculum Committee used the course outline of an introductory accounting course as an example of a course with well-defined course objectives and broke into small groups to analyze the objectives to determine whether they were goals, objectives, or student learning outcomes. In November 2004, beginning with a course in comedy acting, the committee chose one of the proposed new courses at each meeting as a vehicle for discussion with the faculty member proposing the new courses, of how to convert course objectives into measurable student learning outcomes. Both Curriculum Committee members and the faculty members proposing the new courses found this exercise beneficial and stimulating.

Since Spring 2005, the Academic Senate Joint Curriculum Committee has required that each proposal for a new course or major revision of an existing course include submission of at least two student learning outcomes. The Academic Senate Joint Program Review Committee also revised its guidelines to ensure that development of student learning outcomes became part of the required update of all course outlines for instructional programs under review. (All college programs are reviewed on a six-year cycle.)

In Summer 2005, the Academic Senate established a Student Learning Outcomes Task Force, co-chaired by two faculty members (who became members of the Academic Senate Executive Committee) and the Director, Institutional Research, to further engage the college community in a discussion of student learning outcomes and to facilitate the production of stated outcomes and assessments at the course, program and institutional level. Specifically, the task force established the following goals, to be accomplished over a three-year period:

- to create a timely process to achieve student learning outcomes that reflect the College’s culture;
- to promote a collegewide commitment to student learning and success;
- to encourage dialogue on student learning and success within and among all units of the College; and

- to engage every unit of the College in the production of specific outcomes and assessments.

The Student Learning Outcomes Task Force began by developing a handbook that included a definition of student learning outcomes and highlighted the teaching-learning cycle, the importance of dialogue among colleagues, and the process for preparing specific outcome statements, augmented by instructive exercises and samples.ⁱⁱ During the 2005-2006 academic year, the task force consisted of representatives recruited from every academic discipline, with the goal of having each discipline develop two or more student learning outcomes for at least two of its courses. Activities at monthly meetings of the task force included training in the development of student learning outcomes and in the relationship of student learning outcomes to curriculum approval, program review, and accreditation requirements; identification of the two courses in each discipline for which student learning outcomes would be developed and articulation of the rationale for selection; and progress reports on the collaborative work of the task force members with their colleagues. Professional development activities included an assessment workshop, in preparation for the second-year goal of assessing course level student learning outcomes.

The 2006-2007 academic year began with a workshop presented by the Student Learning Outcomes Task Force co-chairs as part of the College's Opening Day flex activities and the preparation of a *Year Two Handbook* that focused on both assessment and the development of discipline/department, degree, certificate, and program student learning outcomes. The task force co-chairs attended monthly meetings of the Academic Senate Department Chairs Committee, which, in essence, served as the 2006-2007 task force. At the first meeting, the task force co-chairs and department chairs determined that there were still many courses for which student learning outcomes had not yet been developed. As a result, the focus for Fall 2006 became the completion of this task, adhering to the principle that developing assessments of student learning outcomes is an essential part of composing the outcomes. A timeline for creating discipline/department, degree, and certificate student learning outcomes was established for Spring 2007 and a variety of resource documents were distributed, reviewed, and discussed. The task force also hosted a presentation on assessment of course level outcomes, viewed from both a course and program perspective.

Between May and August 2007, the Student Learning Outcomes Task Force, in collaboration with the Professional Development Committee, planned a collegewide process for developing the College's Institutional Learning Outcomes. Facilitators led 25 concurrent breakout sessions during the August 2007 Opening Day. Ultimately, 461 participants, working in small groups, discussed possible institutional learning outcomes that students should have achieved through their studies at Santa Monica College. This process resulted in remarkable agreement on four institutional learning outcomes that were subsequently approved by the Academic Senate and the District Planning and Advisory Council, ratified by the relevant college community organizations, and eventually adopted by the Board of Trustees in Fall 2007. Department chairs and program leaders then led the process of developing competencies to link program outcomes to one or more of the Institutional Learning Outcomes. The seamless relationship among all

three levels of student learning outcomes—course, program, and institutional—allows for assessment of Institutional Learning Outcomes through tools developed within courses and/or programs in addition to broader assessment at the institutional level. The March 2008 Institutional Flex Day featured breakout sessions that highlighted how many disciplines and programs specifically promoted student achievement of the Institutional Learning Outcomes.

At the August 2008 Opening Day, focus was shifted to assessment of the first Institutional Learning Outcome with a break-out session called “It Takes a Village.” During the 2008-2009 academic year, the task force continued to develop and distribute standardized reporting forms to be used collegewide to list course- and program-level student learning outcomes and to report the results of faculty assessment of student and institutional learning outcomes. In Spring 2008, at the successful completion of the Student Learning Outcomes Task Force’s three-year charge and based upon the task force’s recommendation, the Academic Senate approved the creation of the standing Academic Senate Joint Student and Institutional Outcomes Committee. This committee maintains and updates a website that includes the College’s definition of, philosophy of, and approach to student learning outcomes; its Institutional Learning Outcomes; three handbooks to guide the writing of course, program, and college operational support services outcomes; forms for reporting outcomes and assessment results; and other related resources.

At this point, student learning outcomes and appropriate assessment tools for each have been developed for all courses and instructional programs, both credit and noncredit. Each learning outcome is mapped to at least one of the College’s four Institutional Learning Outcomes. Faculty regularly assess student learning outcomes, and the focus has now turned to using assessment results to improve course/program effectiveness. The Student and Institutional Learning Outcomes Committee and Office of Institutional Research work with departments and programs to assist in formalizing the process of reviewing outcomes for quality and measurability and strengthening assessment plans to ensure sustainability. They are presently working towards developing a consistent automated/electronic system to capture assessment results that will allow assessments to be easily accessed and results more readily utilized institutionally.

Parallel with the work of the academic departments, the student and instructional support areas of the College have also been engaged in activities related to the development and assessment of student learning outcomes. In Spring 2006, all student services areas began attending retreats, workshops, and meetings devoted to the development of student learning outcomes. For example, the Counseling Department began the process by first redefining departmental goals and objectives. Overarching student learning outcomes were then created for the department goals, followed by the creation of student learning outcomes for each of the specialized counseling programs. Currently, 90 percent of Student Affairs and Enrollment Development programs have identified student learning outcomes, and 68 percent have assessed them. The goal for 2009-2010 is to achieve 100 percent in both categories and to shift the focus to program modification based on the results of learning outcomes assessment. The Library has developed student learning outcomes and assessments for its courses and one-hour bibliographic instruction sessions as well as program level outcomes and assessments.

The College Services Committee, a subcommittee of the District Planning and Advisory Council, has served as the body that facilitates student learning outcomes development for the College's operational services. To date, this committee has assisted over twenty college operational support services, most of which have little direct student contact, in developing outcomes that support the College's Institutional Learning Outcomes and appropriate assessment tools for these outcomes. The Student and Institutional Learning Outcomes Committee is now assuming the responsibility of supporting the operational services as they move to the next stage in this process.

To implement the college's shared vision, the team recommends the college create a long-range comprehensive master plan to include instructional and student services programs, human resources, facilities, technology, and equipment. Annual efforts to improve the institution, budgets and resource development should be derived from this multi-year plan. The college must include in such an integrated comprehensive planning structure the means to evaluate the model and assure itself of the model's effectiveness. (I B; I B.3, 4, 6, 7; II A; II A.1.a; II A.2.e and f; II B.3 and 4; II C; II C.2; III A.6; III B; III B.2; III B.2.a and b; III C.2; III D.1.a, b, c, d; III D.3; IV B.2.b.)

During Summer 2006, the Superintendent/President charged the District Planning and Advisory Council with the development and implementation of a new strategic planning initiative for Santa Monica College. This initiative, envisioned to unfold over several years, was intended not only to result in the product described in this recommendation, but also to engage the college community in an evaluation of existing planning processes and a meaningful dialogue about strategic institutional concerns, thus creating a true sense of ownership of the resulting action plans among all college constituencies. The fact that the District Planning and Advisory Council structure had, by then, been securely established made the timing appropriate for this endeavor. It was agreed that the College's current planning efforts (such as the annual update of the *Master Plan for Education*) would continue while the strategic planning initiative was being developed and implemented.ⁱⁱⁱ

In July and August 2006, the District Planning and Advisory Council reviewed the qualifications of several consulting firms who expressed interest in providing facilitation assistance for this process and forwarded a recommendation which was approved by the Superintendent/President. In late August, the consultants met with the District Planning and Advisory Council to begin planning for this initiative. The consultants gave a presentation at the College's Fall 2006 Opening Day convocation and assisted the Executive Vice President and the Academic Senate President (who serve as chair and vice chair of the District Planning and Advisory Council) with a strategic planning breakout session later that day. Subsequent planning meetings during Fall 2006 firmly established the role of the District Planning and Advisory Council as the steering committee to guide this initiative and created a task force to focus on effective communication to promote widespread involvement in the strategic planning process and to oversee the implementation of specific activities. The task force was composed of sixteen members, eight of them also members of the District Planning and Advisory Council and the other eight "at large" representatives selected by college constituent organizations. Faculty, classified staff,

administrators/managers, and students were represented in equal numbers. Although the task force did not include in its membership Board of Trustees members or external community representatives, the communication plan for the strategic planning initiative included regular updates at Board of Trustees meetings, interactive discussions at Board study sessions, and periodic community focus groups.

The District Planning and Advisory Council agreed upon the major focus for each of the first three years of this planning endeavor: in 2006-2007, efforts were to be devoted to the identification of the College's major strategic issues; in 2007-2008, strategic goals were to be developed from the issues identified; in 2008-2009, the focus was to be the development of strategic action plans to address these goals. Since the College's Student Learning Outcomes Task Force had designated 2007-2008 as the year of focus on institutional learning outcomes, it was anticipated that these two initiatives would begin to merge at that time. A review and, if appropriate, revision of the College's mission statement was also planned for late Spring 2007. This activity was consistent in timing with the process that occurs periodically through the *Master Plan for Education* annual update process.

The Strategic Planning Task Force held its first meeting in early Spring 2007 and immediately engaged in surveying the college community to identify key strategic institutional issues, using a list developed through a Fall 2005 Opening Day staff development activity to provide examples. Based upon the results of this survey, another survey was administered to begin prioritization of the issue "clusters" developed through task force analysis of the results of the first survey. A series of collegewide focus group sessions was then held to gain further input. Eight priorities identified by the college community were "clustered" into four overlapping and interconnected categories, which were to form the foundation for the development of strategic initiatives and action plans:

- Student Learning and Achievement
- Innovation and Leadership in Serving Students
- Improve Collegiality and Communication
- Funding and Resources

A subcommittee drafted a narrative for each of the clusters to clearly indicate to all college community groups that all eight of the original priorities had been included. This document was then approved by the District Planning and Advisory Council and the Superintendent/President.

In reviewing its work at the end of the first year, the task force re-evaluated its initial timeline and agreed upon an accelerated schedule for 2007-2008 to attempt to complete the process in two, rather than three, years so that it would be better coordinated with the timeline for developing the Accreditation 2010 Institutional Self-Study. This was to be accomplished through extensive use of subcommittees and electronic communication.

By the end of Fall 2007, the four strategic initiatives—Basic Skills, Global Citizenship, Sustainable Campus, and Career Technical (Vocational) Education—had been identified. During Spring 2008, action plans for each were developed within four general previously agreed upon categories: Hiring Full-Time Faculty and Permanent Staff, Training Priorities, Student Support Services, and Fiscal Stability. To ensure inclusion of all key elements of task force discussions over the two years, qualitative process descriptors—Collegiality, Collaboration, Communication, and Interconnectivity—were used to characterize the action plan implementation environment. The action plans were designed to be implemented over a five-year period.^{iv}

Also during 2007-2008, the Strategic Planning Task Force assumed the task of drafting a major revision of the College's Mission, Vision and Goals statements based upon input received from the college community through the strategic planning process. This review and revision resulted in the College's four Institutional Learning Outcomes becoming the central focus of institutional goals and the addition of an explicit statement of institutional values. The resulting draft document—Mission, Vision, Values and Goals statements—was then reviewed by the District Planning and Advisory Council, which, in turn, sent it to all of the organizations represented on DPAC for review and ratification. Upon ratification by all of the organizations, DPAC approved the document (with minor revisions recommended through the ratification process) and submitted it to the Superintendent/President. Before responding to DPAC, the Superintendent/President gave the Board of Trustees the opportunity to individually comment. This informed further modifications made to the document by the Superintendent/President, who shared the revisions with DPAC. The final version of the document, approved by the Board of Trustees in May 2008, provided an appropriate new framework for the College's annual planning efforts.^v

As the strategic planning process unfolded, there was consensus that, rather than generating a completely new planning process, the strategic planning initiatives and action plans would instead be used to enrich and inform the existing annual *Master Plan for Education* update process. For the 2008 *Master Plan for Education* Update, the strategic planning initiatives were included, and the strategic action plans were the focus of many of the institutional objectives. The Institutional Learning Outcomes and five supporting goals—Innovative and Responsive Academic Environment, Supportive Learning Environment, Stable Fiscal Environment, Sustainable Physical Environment, and Supportive Collegial Environment—became the organizational framework for the annual institutional objectives.

In the current year, there have been further efforts to refine the *Master Plan for Education* Update and more clearly document linkages within the institutional planning process. Beginning with the 2009 update of the *Master Plan for Education*, all institutional objectives are linked to one or more of the Institutional Learning Outcomes (with a narrative to describe the relationship) in an effort to make planning and decision-making more transparent and to communicate the connection between the mission statement and specific actions. In addition, the new institutional objective template includes references to program review recommendations, strategic initiatives and action plans, and estimated cost and funding source (with a descriptive budget narrative) for

each institutional objective. Methods to accomplish each specific objective and anticipated outcomes are also described.

The team encourages the college in the strongest terms possible to pursue strategies that will result in a financial system that will produce clear, reliable, timely, and transparent reports in which all constituents can have full faith and confidence. (III D.2.b.)

At a February 2007 meeting, the DPAC Budget Planning Subcommittee (composed of four representatives each of faculty, classified staff, administrators, and students) unanimously approved a motion of commendation of the College's Fiscal Services staff for the timeliness, accuracy, clarity, and transparency of the fiscal information provided to the committee during the 2006-2007 fiscal year. More recently, the DPAC Budget Planning Subcommittee unanimously approved a motion receiving a budget report that was "the result of a transparent process which enabled all stakeholders to participate and provide input." A far cry from the sentiments expressed in the 2004 accreditation self-study, these are compelling indications of the considerable efforts devoted to addressing this recommendation. In addition to hiring additional Fiscal Services staff, the College established new goals to promote trust in the reporting of fiscal data. Specific efforts have included:

- electronic distribution of budgetary reports to departments to enable better planning and monitoring throughout the year, including the implementation of an online budget inquiry system that can be accessed at any workstation and that allows access to up-to-date budgetary information;
- development and implementation of new reports to improve the response time to questions posed by the college community;
- membership and regular participation of the Director, Fiscal Services and Vice President, Business and Administration on the DPAC Budget Planning Subcommittee to improve its functionality through direct and timely responses to questions regarding financial data;
- creation of a set of scenarios to explain the relationship between Full-Time Equivalent Students (FTES) and funding to provide the college community with a better understanding of enrollment and funding strategies;
- external validation as a result of increasingly improved audits culminating in a "perfect audit," free from audit findings, in the 2008-2009 fiscal year, achieved through enhanced allocation of resources to the Fiscal Services area and improved communication with all related college units; and
- fostering of a general philosophy of cooperation and inclusion that has significantly improved the relationship among all constituencies.

The team recommends the college consider establishing a reserve for contingency sufficient to maintain stability and meet financial emergencies and unforeseen occurrences. (III D.1.c, III D.2.b.)

In 2002-2003 the District had a \$1,862,057 contingency reserve equal to approximately 1.78 percent of expenditures, thus falling well below the five percent reserve recommended by the California Community Colleges Chancellor's Office. Since that time, the District has made great strides in establishing a reserve for contingency sufficient to maintain stability and meet financial emergencies and unforeseen events. For the last six years, the contingency reserve has exceeded 5 percent of total expenditures and transfers, and current year projections indicate that this will once again be the case for 2009-2010. In 2003-2004, the contingency reserve was \$6,834,088 or 7.04 percent of expenditures; in 2004-2005, it was \$5,586,996 or 5.24 percent of expenditures; in 2005-2006, the fund balance was \$8,385,633 or 7.47 percent of expenditures; in 2006-2007, the fund balance was \$15,960,596 or 13.06 percent of expenditures; in 2007-2008, the fund balance was \$18,797,976 or 14.48 percent of expenditures and in 2008-2009, the fund balance was \$19,408,758 or 14.47 percent of expenditures. The 2009-2010 adopted budget projects a contingency reserve of \$17,603,195 or 13.09 percent of expenditures, while providing a significant District-funded backfill for categorical programs to offset significant funding reductions.

To ensure the economic viability of the institution, the team recommends the college must focus on developing and implementing the enrollment recovery plan, while concurrently developing the specific contingency plans to address alternative enrollment and economic scenarios. (Standard III D.1.c, III D.2.b)

The College's goal for 2004-2005 of achieving enrollment growth to the level of the 2002-2003 base created an ambitious target of producing growth of approximately 6,000 FTES over that reported in 2003-2004. An FTES goal of 2,500 was set for Summer 2004, with the remaining growth in FTES to be accomplished in the fall and spring semesters and winter intersession.

Implementation of the enrollment recovery plan involved participation of the entire college community but relied primarily upon seamless collaboration among the Enrollment Services, Counseling and Retention, Academic Affairs, and Information Technology areas of the College. Central to this plan was the establishment of the Welcome Center, a "one-stop" center that provides new students with a wide range of services including admissions, counseling, financial aid, registration assistance and fee payment. In addition to the Welcome Center, several other innovative strategies were developed or refined to maximize the College's restoration efforts:

- "Fantastic Fridays," an outreach program that brings local high school applicants for fall admission to the campus for assessment, a meeting with a counselor, and a campus tour, was expanded to five days per week.
- The Outreach Office enhanced its communication plan for recruited students.
- The Application for Admission was redesigned to be more user-friendly, the admission letter was revamped to provide more information and clearer direction on

next steps for new students, and the Admissions website was updated and expanded to provide more comprehensive information and feedback for new and prospective students.^{vi}

- Students who had applied for admission in Fall 2003 or Spring 2004 but had not enrolled were informed via email that the College had restored its course offerings, and they were invited to “give SMC another try.”
- The College’s High School Dual Enrollment Program was reinstated.^{vii}
- The enrollment calendar was revised significantly to create longer registration periods for each semester/session and to allow students to commit to the College and make their course selections earlier. Summer 2004 enrollment began about two weeks earlier than in prior years, and Fall 2004 enrollment began well over a month earlier. The calendar was further revised to allow for enrollment to begin simultaneously for intersessions and semesters (winter/spring, summer/fall).
- Enrollment after the beginning of a semester or session was simplified through an automated system making use of instructor approval codes to override the block on enrollment that formerly required an instructor’s signature to approve adding a class. By allowing students to add classes using any computer with Internet access or from any touch-tone telephone, the need to wait in lines to complete the enrollment process is minimized.

Great care was taken to ensure that intense student recruitment activities did not in any way compromise the College’s dedication to the goal of student retention and success. A newly implemented assessment policy requiring all students to be assessed in both mathematics and English or ESL by their second semester or seventh unit, whichever comes first, allows for more accurate placement in skill-appropriate courses. Students who complete the assessment process prior to their assigned enrollment dates have, upon a counselor’s recommendation, the opportunity to enroll earlier.

The Academic Affairs Office revised its operational procedures to implement a dynamic scheduling process more immediately responsive to student needs:

- The revised enrollment calendar facilitated early identification of scheduling adjustments required by enrollment trends, particularly with regard to numbers of course sections needed for the various levels of English, ESL, mathematics, and other disciplines with sequential courses. For example, when assessment results for new students dictated a larger proportion of developmental English and mathematics sections than in past semesters, it was possible to create additional sections before all existing sections had closed.
- In addition to its student services functions, the Welcome Center served as a communications hub to inform Academic Affairs of enrollment trends and resulting schedule adjustment needs in a timely manner.^{viii}

- The “View Open Classes” feature of the college website was revised to include a beginning section devoted to newly created course sections. Daily enrollment figures demonstrate that students find this feature, which is updated twice daily, particularly helpful.

Although slightly below the goal, the 2,250 FTES produced in Summer 2004 was encouraging, given the disadvantage of drawing upon a smaller number of continuing students than in previous summers. Likewise, the Fall 2004 opening day FTES projections indicated that the College was well on its way toward achieving its goal. However, it became clear at the fall census that the great efforts to encourage early registration and to accommodate students by adding sections of impacted courses prior to the beginning of the semester had resulted in a severe decline in the enrollment gains generally accomplished through the add/drop process during the first two weeks of the semester. Late-start fall sections were added and winter intersession and spring course offerings were increased beyond original plans. Special recruitment efforts targeted students who had applied for admission but had not registered for courses and students who had registered in, but dropped, fall course sections. In the end, the Fall 2004 semester produced approximately 1,150 more FTES than Fall 2003, but about 600 FTES fewer than Fall 2002.

At this point, the need to shift to a two-year enrollment recovery plan model became apparent. Consistent with the statewide trend toward lower or flat community college enrollments, Winter 2005 and Spring 2005 produced results similar to those of Fall 2004. Although the College managed to restore an impressive 5,315 FTES for 2004-2005, it had to resort to FTES “borrowing” from Summer 2005 to maintain its funding base for 2005-2006. While recognizing the tremendous accomplishment of achieving most of its ambitious FTES recovery goal in an environment of sluggish community college enrollments, the College acknowledged the daunting task ahead of maintaining the pressure to refine, enhance, and build upon the strategies that were successful in 2004-2005 to attempt complete recovery during the 2005-2006 academic year.

Unfortunately, 2005-2006 proved to be an even more challenging year for enrollment than 2004-2005. Beyond the external environment, in which the entire community college system was experiencing a significant enrollment decline, Santa Monica College was dealing with several internal conditions that became deterrents to increasing enrollment. Timing of ongoing construction projects created a temporary but significant reduction in the number of available classrooms on the main campus, and access issues with the cities of Santa Monica and Los Angeles for the College’s new Bundy Campus placed severe limitations on the use of a new facility intended to mitigate this temporary loss of classrooms. In addition, the College lost the use of the Santa Monica Airport shuttle parking lot, which had served as a long-time solution to the parking shortage and traffic congestion on the main campus, and struggled with the task of redirecting students to temporary, less convenient parking alternatives, often with inadequate time for effective communication strategies prior to the beginning of semesters and intersessions. These conditions obviously worked against enrollment recovery strategies and resulted in a slight decline in FTES for 2005-2006. Therefore, the College once again found itself in the position of

choosing between increasing the amount of FTES “borrowing” or suffering a decline in base funding for 2006-2007.

When the new Superintendent/President arrived in February 2006, he immediately identified enrollment recovery as paramount among the many issues the College was facing at the time. He charged the senior administrative staff with the development of various scenarios to inform both short-term and long-term planning regarding enrollment and its direct relationship to the institution’s fiscal health and asked the District Planning and Advisory Council to begin developing recommendations based upon the data provided. The March 2006 Board of Trustees Retreat featured presentation of historical enrollment and fiscal data and projections based upon various enrollment and funding assumptions for future years. Vigorous debates of various scenarios within the DPAC Budget Planning Subcommittee and the District Planning and Advisory Council itself resulted in a recommendation from DPAC that the College proceed with “borrowing” from Summer 2006 the amount of FTES necessary to maintain base funding for 2006-2007, but that a plan be developed for reduction of summer FTES “borrowing” over time.

In addition to these fiscal planning efforts, the Academic and Student Affairs areas of the College, in collaboration with an *ad hoc* Academic Senate FTES/Enrollment Recovery Task Force, engaged in the development of new strategies to stimulate enrollment. Among the new initiatives implemented for 2006-2007:

- VIP Welcome Day was instituted as an annual event for welcoming new students to the College each fall. Students, along with their friends and family, are invited to this collegewide event designed to introduce students to college services and create an initial connection to the College.
- The Outreach Office, in conjunction with Financial Aid, added more financial aid workshops at area feeder high schools.
- The College began hosting “Cash for College” events for students from area high schools and their families to demystify the financial aid process and assist with FAFSA applications.
- “Financial Aid Awareness Day,” a program to increase participation in financial aid programs, was instituted to assist continuing students each spring with financial aid applications and provide answers to questions during the application period. The goal is to increase student awareness of available sources of funding and to assist with early application.
- The interface for the online enrollment system was revised to facilitate the enrollment process.
- The fee payment policy was modified to give students more time to pay enrollment fees, thus allowing more students to enroll early.
- The student communication plan was expanded to include email, telephone (through new technology), and direct mail pieces to keep students well-informed throughout

the enrollment cycle. Communications included reminders about upcoming deadlines, invitations to meet with counselors and updates about parking and transportation services.

- The College initiated a program to enable the online purchase of parking permits, a process that formerly required students to come to campus and wait in long lines.
- To improve access, the enrollment period was further extended to accommodate a schedule adjustment period through the evening before the second class meeting.
- Evening, weekend, and online courses were marketed differently through the creation of a mini-schedule used to promote these opportunities to students who were employed full-time.
- The Emeritus College implemented telephone registration, making the enrollment process convenient and easy to use from remote sites.
- Outreach services were expanded to include regular visits to area continuation and alternative high schools.

In June 2006, the District entered into an instructional services agreement with the Compton Community College District to provide instruction for two Summer 2006 intersessions at Compton Community College, as that institution awaited a decision on its appeal of termination of accreditation. To ensure that outreach to the students at a sister institution in a time of need did not create a negative fiscal impact on Santa Monica College, a financial arrangement was negotiated that guaranteed a minimum of the funding for 500 FTES in exchange for these instructional services. This arrangement added a new component to the College's ongoing long-term discussions regarding FTES revenue strategies and thus resulted in the development of myriad multi-year (through 2008-2009) enrollment/funding scenarios over the following two years. These were discussed at all levels of the College's governance structure, particularly within the District Planning and Advisory Council and its Budget Planning Subcommittee.

Among these scenarios was an especially controversial 2007 recommendation that originated in the DPAC Budget Planning Subcommittee: since the 700 FTES (beyond the College's base FTES) produced through the Compton instructional services agreement would result in moving into stabilization for 2007-2008, it was recommended that the College borrow the maximum FTES possible from Summer 2007 to maximize apportionment revenue for 2006-2007, go into stabilization for 2007-2008, begin restoration efforts during the year of stabilization, and then make the budget assumption that the College would restore FTES incrementally over the next three years to achieve the maximized 2006-2007 FTES base. Since this scenario directly conflicted with the previously adopted principle that the College would reduce FTES borrowing over time, it was passionately debated in the DPAC Budget Planning Subcommittee and in the District Planning and Advisory Council. These discussions not only resulted in a recommended budget scenario that proved to be enormously beneficial for the College in terms of building its fund balance but also provided a stunning illustration of how much the College's relatively new planning structure had matured.

An administrative reorganization implemented in January 2007 created a new Vice President, Enrollment Development position to head a college division charged with centralizing services directly related to new students and the marketing of student programs. The name of this new division intentionally signals a shift in perception from “enrollment recovery” as a short-term initiative to address the College’s 2003-2004 enrollment decline to a reality of “enrollment development” as a long-term initiative to ensure the institution’s fiscal viability. The first major initiative of this division was the redesign of the college website, now the central component of college communication with students. Parallel to this effort was the implementation of a transportation plan to address the College’s serious parking and traffic congestion issues, known to be major impediments to student enrollment and persistence.

For the 2007-2008 year of stabilization, the College far exceeded its budgeted incremental FTES restoration goal, and in 2008-2009, not only restored FTES to the 2006-2007 base level but also produced more than 1,200 FTES beyond its funded growth. The current state economic downturn paired with increased community college enrollment demand has created a completely different enrollment management challenge—reduction of the course offering to decrease expenditures. For 2008-2009, the College has reduced the summer, fall, and spring course offerings within the range of five percent to seven percent, and has made the most significant reduction (approximately 50 percent) in the winter intersession. (Since Winter 2009 produced over 2,300 FTES, even this major percentage reduction leaves an intersession larger than that offered by most community colleges in the state.) Even with these reductions, the unprecedented course fill rate (still 102 percent at Fall 2009 census) will result in significant unfunded FTES. In preparation for 2010-2011, the College is developing several alternative budget/FTES scenarios to inform discussion of various strategies.

The team recommends the college clarify, develop, document and regularly evaluate the roles of individuals and constituent groups in college governance and decision-making structures and processes to ensure their effective participation and communicate the processes and outcomes to the college community as the basis for continued improvement. (Standard IV A. 1, 2, 3, and 5)

During the March 2004 accreditation visit, team members observed a meeting of the Collegewide Coordinating Council in which a portion of the meeting was devoted to the ongoing process of evaluating its functions and its relationships to other college planning committees, the Budget Committee in particular. These difficult discussions continued over the next two months, with a growing dissatisfaction of members in the lack of progress and an accompanying deterioration in effective and collegial communication. In June 2004, the Academic Senate unanimously approved a resolution suspending participation of its members in the Collegewide Coordinating Council and its “subsidiary organs” (such as the Budget and District Technology committees), but agreeing to future participation in a collegewide planning committee when such a body was “established by the District Board of Trustees, based upon mutual agreement among the Administration, Academic Senate, Classified Senate, Faculty Association, California State Employees Association Chapter 36, and the Associated Students.” Although meetings of the Collegewide Coordinating Council were held during June and July to review the annual update to the *Master Plan for Education*, a quorum was not achieved for any of these meetings.

During Summer 2004, the Superintendent/President agreed to a proposal made by the Academic Senate leadership that an *ad hoc* workgroup be formed to develop a new planning and governance structure for the College. It was further agreed that the Superintendent/President and the Academic Senate President would serve as co-chairs for the workgroup; that the workgroup would include faculty, administrators, classified staff, and students; and that an external facilitator would be hired to lead the activities and enhance communication among the participants. With the assistance of the facilitator, the following charge was developed for the workgroup, with a December 2004 goal for completion:

- create a vision for college governance structures that will enhance the effectiveness of institutional planning;
- identify and address the challenges to create effective structures;
- determine the breadth of work and a timeline; and
- determining next steps, roles, and responsibilities.

The first meeting of the workgroup illustrated the difficulty of the task ahead, with initial disagreement over the numbers of representatives of each of the constituent groups and how those representatives should be appointed. (Eventually, the workgroup comprised six representatives each of faculty, administration, classified staff, and students.) The workgroup established ground rules for its operations and communication and formed six subcommittees representing specific areas of planning—instruction, student services, human resources, budget, facilities, and technology—to examine the needs of these individual areas and formulate recommendations on how best to integrate them. Each subcommittee included representatives of all constituencies and held open focus group meetings to gather information from the college community for use in preparing a report back to the workgroup. Although many of the focus group meetings were not well-attended, each subcommittee gathered information and presented a report to the workgroup. From these reports, each subcommittee developed three major recommendations, which formed the basis for a series of issues on which the workgroup would attempt to develop consensus.

The workgroup made fitful progress during October and early November, narrowing the issues for which there was no consensus down to a few: equal representation of all constituencies on a collegewide planning council and other planning committees; numbers of representatives on the various committees; who would chair a collegewide planning council and other planning committees; and communication of recommendations to the Superintendent/President and the Board of Trustees. At the November 30, 2004 meeting of the workgroup, the Academic Senate, in an effort to accelerate the process, proposed a Board Policy establishing a collegewide planning committee named the District Planning and Advisory Council (DPAC). The proposed policy, with some modifications from the workgroup, was presented to the Board of Trustees for a first reading at its December 2004 meeting, and a slightly modified version was approved at the January 10, 2005 Board of Trustees meeting. Board Policy 2250 stated:

The Board of Trustees establishes the District Planning and Advisory Council. The Board recognizes the Council as the body primarily responsible for making recommendations to the Superintendent/President on matters that are not otherwise the primary responsibility of the Academic Senate (BP 2210), Classified Senate (BP 2220), Associated Students (BP 2230) or the Management Association (BP 2240). Issues include, but are not limited to, District budget, facilities, human resources, instruction, student services and technology planning. Discussion of these issues by the Council will not supplant the collective bargaining process.

The District Planning and Advisory Council shall comprise representatives of the faculty (Academic Senate and Faculty Association), classified staff (Classified Senate and CSEA), students (Associated Students) and management (Administration/Management Association), who shall mutually agree upon the numbers, privileges, and obligations of Council members. The District Planning and Advisory Council shall establish its own procedures in conformity with the law.

At the last meeting of the Governance Structure Workgroup in January 2005, Academic Senate representatives presented for discussion a governance structure proposal in which membership on the District Planning and Advisory Council would be based upon leadership of or participation in three new or reinvented district planning committees—Budget and Human Resources Planning, Facilities Planning, and Technology Planning—and three Academic Senate Joint Committees—Curriculum, Program Review, and Student Affairs, with the Superintendent/President or designee chairing the Council and the Academic Senate President serving as vice chair. Although representation on the Council from the three district planning committees would be equal among the four constituencies (faculty, classified staff, administrators, and students), representation from the Academic Senate joint committees would include only the faculty and administrators who serve as chair or vice chair of those committees. Objections raised by workgroup members regarding inequality of representation were partially addressed through consensus on a modification of the proposal to include two “at large” members on the Council—a classified staff member and a student. At the conclusion of the meeting, the workgroup reached consensus (defined by the facilitator as “nothing you can’t live with”) on the proposed structure.

The Interim Superintendent/President communicated his approval of the Governance Structure Workgroup product to the college community, but the classified staff organizations and the Faculty Association raised objections to the proposed structure. The classified staff organizations indicated an unwillingness to support any structure that would not result in equal representation of all constituencies on the District Planning and Advisory Council. The Faculty Association asserted that the “mutual agreement” statement of the Board Policy was in reference to all constituent organizations and that the Governance Structure Workgroup had gone beyond its authority in recommending a specific planning structure. (Although the workgroup had included representation from all constituencies, it did not have specific representatives from all constituent organizations.)

The Interim Superintendent/President then convened a group, consisting of the presidents and two other representatives of each constituent organization, to discuss the concerns and recommend a planning structure. This group met twice to discuss several alternative structures and modifications of the Governance Structure Workgroup proposal. At the conclusion of the second meeting, consensus was reached on presenting to the constituent organizations a modification of the workgroup proposal—adding a separate Human Resources Planning Subcommittee with representation on the District Planning and Advisory Council and specifying a voting structure limiting each constituency to two votes, regardless of the number of representatives on the Council. Mutual agreement was achieved on this modified proposal, and the first meeting of the District Planning and Advisory Council was held on April 21, 2005.

Although the Spring 2005 meetings of the District Planning and Advisory Council faced a degree of skepticism by some participants, these meetings were well-attended, and communication was largely collegial. The initial focus of meetings was clarification of the organizational structure, particularly defining charges for the Budget Planning, Technology Planning, Facilities Planning, and Human Resources Planning subcommittees. Additionally, the Council debated and eventually approved a proposal for the formation of a fifth subcommittee—College Services Planning. Toward the end of Spring 2005, the Council began to shift its focus from organizational matters to discussion of actual planning issues, including enrollment recovery initiatives for 2005-2006 and the annual update of the *Master Plan for Education*.

As the 2005-2006 DPAC Annual Report illustrates, the first full year of the Council's existence proved to be a success in terms of developing substantive recommendations on important college planning issues. Early in the year, the Council agreed upon operating procedures to be codified through administrative regulation, which facilitated a shift in the focus of the Council to consideration of collegewide issues. Among the issues for which DPAC developed recommendations in 2005-2006 were redesign of the college website, enrollment recovery initiatives, relocation of the Superintendent/President's office to the main campus, facilitation of college communication by the Superintendent/President, the number of full-time faculty members to hire for Fall 2006, summer "borrowing" of FTES, analysis of college expenditures, and hiring of classified staff members. The Council also completed and approved the 2005 *Master Plan for Education* Update and began development of institutional objectives for 2006-2007. Review of the 2005-2006 Annual Report resulted in clarification and enhancement of process and procedural elements of DPAC's operations through modification of DPAC's charter, and this process of review, evaluation, and modification, when appropriate, has become an annual one.

In addition to the annual update of the *Master Plan for Education* (described in the above response to the previous team's recommendation on planning), DPAC has continued to make recommendations on important institutional issues:

- Topics for 2006-2007 recommendations included initiation of a strategic planning initiative (described in the above response to the previous team's recommendation on planning); borrowing an additional 250 FTES from Summer 2006 (through the filing of

an amended CCFS-320 attendance report) to increase the District's 2005-2006 apportionment revenue; use of Academic Senate Joint Program Review Committee overarching issues and recommendations in developing the annual update of the *Master Plan for Education*; offering of courses during the Student Activity Hour; support of an Associated Students recommendation for a Smoke-Free Campus; and development of budget guiding principles.

- In 2007-2008, DPAC made recommendations on hiring of a sustainability coordinator to implement environmental audit plans; a strategy for maximizing the District's apportionment revenue for 2006-2007 (described in the above response to the previous team's recommendation on enrollment recovery); approval of Institutional Learning Outcomes; approval of a definition of Global Citizenship; approval of revised Mission, Vision, Values and Goals statements (described in the above response to the previous team's recommendation on planning); values and criteria to be used in the selection of campus food vendors; support of an Associated Students Organic Garden Initiative; endorsement of facilities proposals to be included in the Annual Five-Year Facilities/Capital Outlay Plan; and support for the District to pursue a bond measure.
- In 2008-2009, recommendation topics included centralization of District contract functions; the SMC Emergency Operations Plan; a Budget Summit; a targeted District ending balance for 2008-2009 and an accompanying list of cost saving and revenue enhancement measures; implementation and enforcement of the Smoke-Free Campus policy; a Board Policy on political activity; promoting campus awareness of Institutional Learning Outcomes; budget assumptions for 2009-2010 and 2010-2011; consistent departmental content on the college website; a new *Master Plan for Education* institutional objective template mapping objectives more clearly to Institutional Learning Outcomes, Program Review recommendations and overarching issues, budget implications, and strategic planning initiatives; and integration of the Facilities Planning Subcommittee's resolution on Bicycles on Campus into the update of the *Comprehensive Facility Master Plan*.

Additionally, DPAC has made judicious use of its subcommittees and has created *ad hoc* task forces to deal with certain ongoing planning efforts. In addition to the Strategic Planning Task Force (described in the above response to the previous team's recommendation on planning), DPAC established a 2007-2008 GASB 45 Task Force to develop a recommendation to inform actions of the Board of Trustees regarding the District's unfunded retiree benefits liability and an ACUPCC (American College and University President's Climate Commitment) Task Force after the Superintendent/President signed the ACUPCC commitment letter. The Technology Planning Subcommittee develops the annual update to the *Master Plan for Technology*, the Facilities Planning Subcommittee is monitoring and providing guidance for the update of the *Comprehensive Facility Master Plan*, and the College Services Planning Subcommittee has assisted college operational support services in the initial development of learning outcomes tied to the College's Institutional Learning Outcomes. All planning subcommittees and task forces report to DPAC on a monthly basis.

The District Planning and Advisory Council planning structure is successfully addressing the intent of this recommendation of the 2004 Accreditation Visiting Team. The Council has met regularly since its formation, and participation has been consistently strong (e.g., there has never been a lack of quorum for a meeting). From its inception, the Council has endeavored to communicate its discussions and actions to the college community as effectively as possible. Agendas and minutes are distributed well in advance of meetings and posted on the college website, meetings operate according to Brown Act requirements, including providing an opportunity for public comments, and an annual report of all actions and discussion items is prepared and distributed.

Despite occasional dissatisfaction expressed by some members when the Superintendent/President does not approve or modifies a DPAC recommendation, participants are generally satisfied with DPAC's structure, functions and accomplishments. That DPAC is valued and respected by the Superintendent/President and the Board of Trustees is clearly illustrated by its influence upon significant college planning and policy actions since its inception in 2005.

The team recommends that the college develop and implement concrete strategies and processes to improve communication and professional relationships in order to create a campus climate characterized by collegiality and mutual respect. (Standard IV A.1 and 3)

Progress toward accomplishment of the goal expressed in this recommendation is relatively difficult to measure, but most would agree that the College has made considerable progress toward improving communication and professional relationships among its various constituencies over the last six years. For the period of time immediately following the 2004 accreditation visit, a curious dichotomy existed at the College. While faculty and staff joined to work tirelessly, effectively, and enthusiastically to support the implementation of the College's enrollment recovery plan and monitor its results, college leaders continued to engage in passionate, and often bitter, disagreements about a planning and governance structure for the institution.

The Governance Structure Workgroup, an institutional initiative intended to address both this recommendation and the planning recommendation of the previous accrediting team, had an unlikely beginning. Originating as a proposal of the Academic Senate leadership to address the Academic Senate's resolution to withdraw participation of its members from the Collegewide Coordinating Council and other district planning committees, this partnership between the Academic Senate and the administration to collaborate on addressing some of the College's most difficult issues was indeed a "leap of faith" at the time.

Developing the Governance Structure Workgroup framework together and working cooperatively through the high and low points of its existence dramatically improved the relationship between the Academic Senate and the administration. That process was characterized by collegial discussion and resolution of areas of disagreement and the joint development of creative solutions to challenges along the way, both inside and outside the workgroup's operation. For example, the Academic Senate brought forward the dilemma of its

desire to proceed with recommending new full-time faculty positions for Fall 2005 in a timely manner without violating its resolution not to participate in the Collegewide Coordinating Council, the body designated through administrative regulation to deal with this process. The Superintendent/President agreed to a one-time *ad hoc* process in which a group of faculty members appointed by the Academic Senate President and instructional and student services deans appointed by the Superintendent/President would be assembled to recommend a ranking of requests for new full-time faculty positions. When the process proved successful, the Superintendent/President and Academic Senate leaders agreed to use it as the basis for a permanent process, which is now codified through administrative regulation.

Ironically, the workgroup initiative did not improve, and probably even eroded, relationships with and among other constituent organizations over the same time period. Classified staff representatives expressed the belief that they have not been equal partners in planning and governance processes, and there was, at times, tension between the Academic Senate and the Faculty Association, which did not have specific representation on the workgroup. Student representatives felt torn by the attempts of other constituent groups to influence them. These tensions fueled the growing impatience and frustration on the part of faculty members and administrators that the prolonged discussions were delaying college planning at a particularly crucial time.

Despite the messiness of this process and the ill feelings it temporarily created, college leaders were forced to face and attempt to address difficult institutional problems and challenges—literally “the good, the bad, and the ugly.” The seeking of alliances between and among groups that normally had limited communication created opportunities for sharing perspectives that would not have occurred under other circumstances. It is now apparent that the knowledge gained provided a foundation for enhancing communication and trust within the planning and governance structure that eventually emerged.

As detailed in the above response to the recommendation of the previous team on clarification of the roles in participatory governance, communication within the District Planning and Advisory Council and its various subcommittees was generally collegial and respectful from the outset and has continued to improve as the new structure evolves. However, consistent underlying tension existed over the lack of resolution of the District’s contracts with the Faculty Association and the California State Employees Association (CSEA), Chapter 36. Negotiations between the District and CSEA were finally completed, and the 2003-2006 CSEA contract was adopted July 12, 2005. This triggered the hope and even the expectation that the faculty contract would be settled soon thereafter, but those protracted negotiations were destined to continue for more than a year.

In February 2006, the new Superintendent/President received a warm welcome from the entire college community, but this “era of new beginnings” was tempered by an undercurrent of tension and pressure surrounding the unresolved faculty contract. In mid-April 2006, Santa Monica College was contacted by the Compton Community College District in regard to providing instruction for two Summer 2006 summer intersessions at Compton Community College, while that institution awaited a decision on its appeal of termination of accreditation. While there were

numerous obvious reasons not to undertake such an ambitious initiative at that particular point in time, the College agreed to consider this request, and the consultation and planning processes that followed were not only effective in terms of implementing this initiative but also served to set a standard for future collaborative planning efforts within the College.

The Superintendent/President asked Academic Senate leaders to determine the level of faculty support for providing this assistance to Compton Community College and to commit to taking a leadership role should the decision be to proceed with the initiative. The Academic Senate leaders accepted this challenge and, after participating in a series of meetings with Compton Community College faculty, the Academic Senate recommended to the Superintendent/President that the College proceed with the initiative. As documented in the substantive change proposal approved by the Accrediting Commission in June 2006, this initiated a series of complex curricular actions that required a major commitment of time and energy on the part of the faculty, department chairs, the Academic Senate Joint Curriculum Committee, and the Academic Senate, as well as contractual issues that required reaching agreement with the Faculty Association. These tasks were completed over a very short period of time, as the District worked out the terms and conditions of the instructional services agreement with the Compton Community College District and the California Community Colleges Chancellor's Office. United through a commitment to the objectives of ensuring academic quality and protecting Santa Monica College from any negative fiscal impact, faculty and administration accomplished both the planning and the successful implementation of this initiative in a spirit of true partnership.

Near the beginning of the Fall 2006 semester, the District and the Faculty Association agreed to participate in "marathon" negotiations sessions over a defined period of time to achieve settlement of the faculty contract. For these sessions, the District changed the membership of its team to include the Superintendent/President and the Executive Vice President, and the Board of Trustees appointed two of its members to serve as non-participating observers of the process. In one seven-hour session on September 6, 2006, agreement was reached for the 2004-2007 faculty contract. Taking care of this last bit of "old business" seemed to remove the only remaining barrier to shaping a new culture and amicable working relationship among college constituencies, and the leadership of the Board of Trustees and the Superintendent/President has since been perceived as positive in support of collegial participation in college governance processes.

The January 2007-January 2009 contract between the District and CSEA, Chapter 36 was ratified in November 2007, and the August 2007-August 2010 contract between the District and the Faculty Association was ratified in February 2008. The negotiations were generally professional and collegial, without the resentment and bitterness that had characterized past protracted collective bargaining experiences. Both contracts featured significant provisions beyond percentage salary increases and maintaining health benefits coverage. For the faculty contract, agreement was reached for a significant increase in compensation parity for part-time faculty and a salary schedule enhancement for full-time faculty. The CSEA contract featured implementation of a market salary adjustment related to the Hay Group Classification Study.

Additionally, the Board of Trustees approved a salary schedule market adjustment for academic administrators and a market salary adjustment related to the Hay Group Study for classified managers and classified confidential employees in February 2008.

As stated in previous responses to recommendations of the 2004 visiting team, the District Planning and Advisory Council has made great strides toward becoming a true long-range planning entity with a structure supported by active subcommittees for specific planning areas. DPAC has consistently enjoyed full participation from its faculty, classified staff, administrator/manager, and student members and the various resource liaisons who inform the planning process, and its work has earned it the respect of the Superintendent/President and the Board of Trustees.

The relationship between the Academic Senate and the administration has evolved into a true partnership in terms of both process and results. The weekly meetings of the Academic Senate leaders and college vice presidents have been particularly productive in collegially addressing both short-term and long-term planning goals. From agreeing to a revised routing process to resolving issues of communication related to the approval process for administrative regulations dealing with academic and professional matters to the launching of an ambitious strategic planning initiative, there has been dramatic improvement in both the collegiality of the process and the timely implementation of results, particularly in comparison to what the visiting accrediting team observed in 2004.

Other examples of this successful partnership between the Academic Senate and the administration include the development of the Global Citizenship Initiative; the work of the Interdisciplinary Studies Task Force to consolidate resources and update curriculum (including the creation of two new Associate in Arts degrees); the process for recommending Vocational and Technical Education Act allocations through the Academic Senate Joint Career Technical Education Committee; the establishment of faculty leader positions for the Global Citizenship, Interdisciplinary Studies, and Basic Skills initiatives; and the revised process for recommending new faculty positions through the Academic Senate Joint New Contract Faculty Position Ranking Committee.

There is no question that the College faces unprecedented challenges from the current multi-year state budget constraints. However, the vastly improved structures and relationships built over the last six years have secured a commitment from all to maintain a positive spirit of collaboration and continue clear and open communication between and among all college constituencies as the College addresses these challenges.

Selected References

ⁱ Doherty, Austin, Tim Riordan and James Roth. *Student Learning: A Central Focus for Institutions of Higher Education*. Edited by Milwaukee, WI: Alverno College Institute, 2002

ⁱⁱ Student Learning Outcome Handbooks:

http://www.smc.edu/projects/37/Student_Learning_Outcomes/SLOHandbook_1_Course_Level.pdf;

http://www.smc.edu/projects/37/Student_Learning_Outcomes/Yr2Hndbk_revised_Oct_2008.pdf;

http://www.smc.edu/projects/37/Student_Learning_Outcomes/CollegeServicesHandbook-08.pdf

ⁱⁱⁱ Santa Monica College Master Planning Documents: <http://www.smc.edu/apps/pub.asp?Q=943&B=1>

^{iv} Strategic Initiatives And Proposed Action Plans:

http://www.smc.edu/Projects/31/Strategic_Planning_Task_Force/2008SPTF/SPTF-2008-06-27-StrategicInitiatives.pdf

^v Santa Monica Vision, Mission, Values and Goals: [http://www.smc.edu/apps/comm.asp?\\$1=31](http://www.smc.edu/apps/comm.asp?$1=31)

^{vi} Online Application for Admission: <http://www.smc.edu/apps/Pub.asp?Q=8>

^{vii} High School Dual Enrollment Program: <http://www.smc.edu/apps/pubs.asp?Q=2>

^{viii} Welcome Center: <http://www.smc.edu/apps/pubs.asp?Q=2>

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Standard I: Institutional Mission and Effectiveness

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

IA. Mission

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

Santa Monica College is a large urban institution of higher education established to serve the communities of western Los Angeles County. Over the past 80 years, as local, regional and global needs and challenges have changed, the College has grown and evolved to meet these needs. Today, the College enrolls students from all over the greater Los Angeles area, all 50 states and over 100 countries. Santa Monica College offers one of the largest international education programs in the country and a rapidly growing distance education program. As the campus community has responded to these changing needs, its leadership has also responded by ensuring that the College's Mission, Vision, Values and Goals and Institutional Learning Outcomes reflect and support these changes.

At the core of Santa Monica College's mission, included in the Introduction to the accreditation self-study report, is the commitment to "create a learning environment that both challenges students and supports them in achieving their educational goals." The College's mission statement reflects the institution's commitment to a variety of programs designed to serve the needs of its diverse student body and of business and industry. The vision reflects the collective wisdom of the learning community, adheres to the mission of the College, and identifies a visualization of the College over the next five to seven years. Like many community colleges, Santa Monica College is a resource for students from all levels of the educational ladder, ranging from recent immigrants who have not yet mastered the English language to high school valedictorians seeking guaranteed admission to the University of California, Los Angeles through the College's Scholars Program. The mission also guides the College in providing high quality career technical programs designed to meet the needs of entry-level workers as well as skilled professionals looking to enhance their qualifications. By focusing on each student's educational goals, the College has developed a truly learner-centered mission.

To fulfill its mission, Santa Monica College provides open and affordable access to high-quality programs that “prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning.” The College is internationally recognized for its strong transfer program and consistently ranks among the top transfer institutions in the state. Moreover, the College offers a variety of career technical programs designed to address the workforce development needs of west Los Angeles County, particularly in the entertainment, health care, early childhood education and computer technology industries.

In addition, the College has a large developmental skills program that offers students the opportunity to improve their basic skills in mathematics and English so that they are better prepared to perform well in their college-level courses. Each of these instructional programs is supplemented by an array of student support programs that further provide students with the skills and resources they need to successfully pursue their academic goals.

Santa Monica College is committed to the overall mission of the California Community College system, which is to respond to the educational and training needs of the communities it was established to serve. However, as an open access institution, the College also serves students from outside its district boundaries as exhibited in Figure IA-1.

The broad appeal is the result of the College’s ongoing communication, coordination and collaboration with local, regional and national groups to identify and address the area’s most pressing educational concerns and the student populations most in need of educational services. An example of how Santa Monica College has responded occurred in the past ten years when the College acknowledged the growing number of Hispanic students in the greater Los Angeles region who were underserved by the regional higher education system. Recognizing that many of these students and their families were unaware of the postsecondary options available to them, the College expanded its outreach program to high schools outside the district. The College offers placement tests, campus tours and dual enrollment programs to ensure that these students are aware of and have access to the high-quality transfer-oriented programs that the College offers. As a result, the College’s Hispanic enrollment has increased so that Santa Monica College is now, by federal definition, a Hispanic Serving Institution (i.e., more than 25 percent of Santa Monica College’s students are Hispanic).

Santa Monica College has established programs for other targeted populations as a result of its work with the local community and the identification of underserved populations. Such populations include new and emerging small business owners and high school dropouts and/or those who have failed to pass the California High School Exit Exam (CAHSEE). The College has a history of partnering with community groups and organizations such as the City of Santa Monica and the Pico neighborhood to create the Pico Partnership program, which serves low-income potential first-generation college students residing in Santa Monica’s Pico neighborhood. An increase in the veteran population has been the catalyst for a partnership between the College’s Center for Students with Disabilities and the Greater Los Angeles Office of Veterans Affairs to better serve the educational needs of servicemen and women returning from duty. The success of this partnership resulted in a “best practices” accreditation commendation given to the

Greater Los Angeles Office of Veterans Affairs during their own accreditation process by the International Commission on Rehabilitation Facilities. Another recently recognized population is the steadily increasing number of first-time college students of all ages who lack foundational skills in mathematics and English and do not test into college-level courses.

Santa Monica
Community College District (SMCCD)
Los Angeles County, California

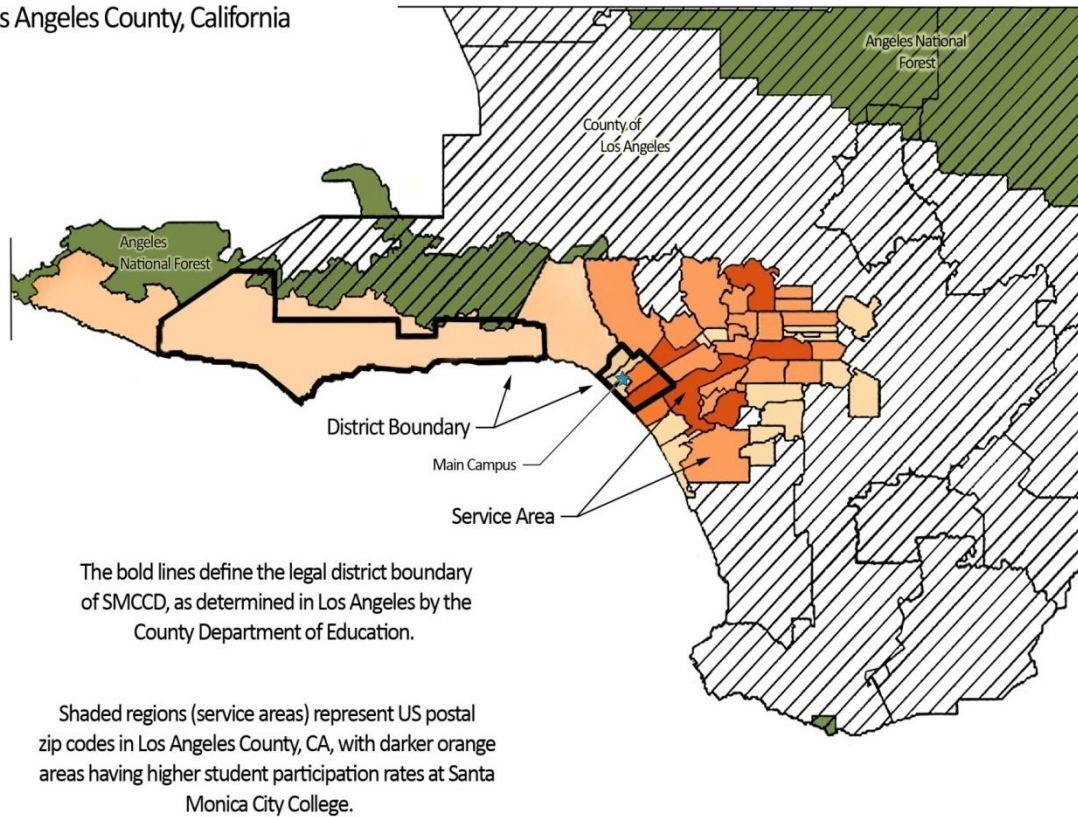


Figure IA-1: Santa Monica College Students Residing in Los Angeles County

In an effort to better serve all students and ensure their success, Santa Monica College has continued to develop a variety of support programs such as the annual VIP Welcome Day, originally created five years ago. This is a special day of activities which brings new students and their families on campus just before the start of the fall term to provide orientation and exposure to the many programs and services available to them at the College. A friendly and festive atmosphere is created that lets students know the College indeed welcomes them into the Santa Monica College family.

Parking on campus has historically been insufficient to meet peak demand and has therefore been viewed as a continuing impediment by students. Thus, the new partnership with the local public transportation system to provide low-cost public transit is an example of creative and innovative

student support. The “Any Line, Any Time” program, funded by both the District and the Santa Monica College Associated Students, allows Santa Monica College students to ride the city’s Big Blue Bus for free. Daily ridership of approximately 7,500 students attests to the success of this program. Evidence that parking problems on campus are the main reason for participation in the program are the boarding patterns, which indicate students take the bus from their homes in lieu of driving to campus, parking nearby (such as at a satellite site) and shuttling to the main campus.

The fact that the College enrolls a large number of students from outside its service area is a testament to its responsiveness to community needs, the challenges that face the region, and the success of its unique offering of programs and services. The diversity of Santa Monica College’s student body and their willingness to bypass many other community colleges on their way to Santa Monica College attests to the College’s commitment to its students and to meeting their educational needs.

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

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

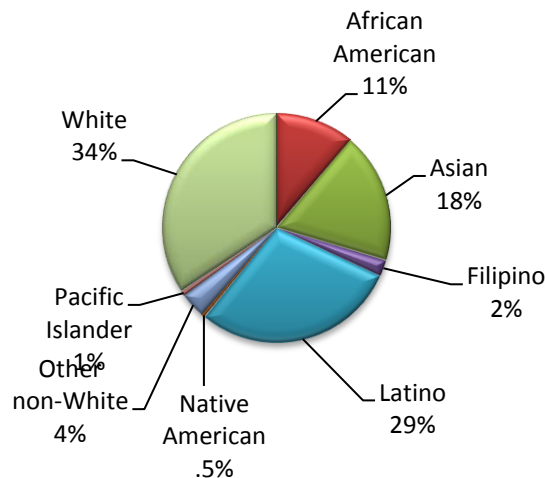


Figure IA-2: Distribution of First Census Credit Students by Ethnicity

Since the last accreditation period, the College has experienced increases in the number of students underprepared for college-level work. Figure IA-3 and Figure IA-4 illustrate the enrollment growth in English and mathematics courses by level.

As Figure IA-3 demonstrates, the share of students enrolling in basic skills level English courses (Group C) increased by nearly six percent between 2004-2005 and 2007-2008. The percentage increase in actual student enrollments between 2004-2005 and 2007-2008 was slightly more than 50 percent, moving from 2,511 enrollments to 3,790 enrollments during this period.

Although the share of students enrolling in English courses one level below college level (Group B) remained relatively stable during this period, the actual student enrollment growth in English courses one level below college level (Group B) increased by approximately 19 percent, moving from 4,171 enrollments to 4,967 enrollments. Enrollment in college-level English courses (Group A) has declined six percent over the same period.

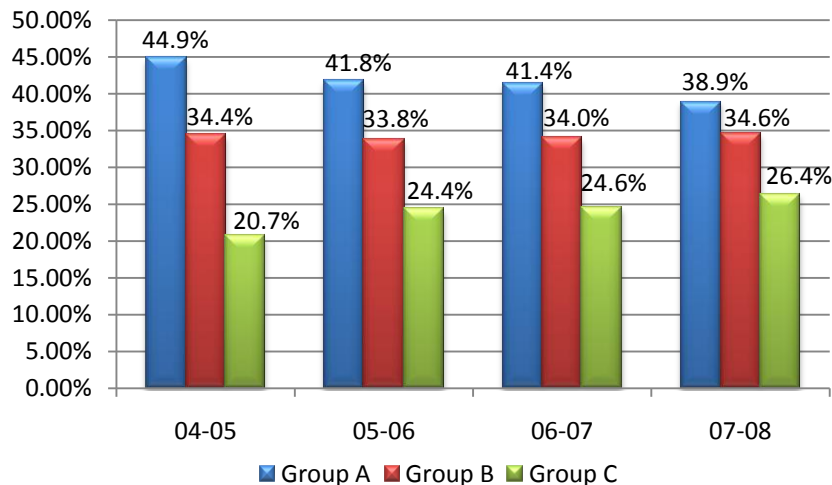


Figure IA-3: Distribution of English Enrollments by Course Level 2004-05 to 2007-08

As demonstrated in Figure IA-4, the number of students enrolling in pre-collegiate mathematics courses increased by nearly six percent between 2004-2005 and 2007-2008. The percentage increase in actual student enrollments between 2004-2005 and 2007-2008 was slightly more than 18 percent, moving from 5,752 enrollments to 6,821 enrollments during this time period. Pre-collegiate level mathematics courses refer to courses that do not transfer to the Baccalaureate degree level and are not Associate in Arts degree applicable; the courses include Basic Arithmetic (Math 81), Pre-Algebra (Math 84) and Elementary Algebra (Math 31). Associate in Arts degree level mathematics courses are those that satisfy the Associate in Arts degree requirement but are not transferrable to the Baccalaureate degree level; Associate in Arts degree level courses include Intermediate Algebra for Statistics and Finite Mathematics (Math 18) and

Intermediate Algebra (Math 20). College level mathematics courses are those that are transferrable to the Baccalaureate degree level; these courses include Finite Mathematics (Math 21), Elementary Statistics (Math 52/54), Mathematics for Elementary School Teachers (Math 41), Functions and Modeling for Business and Social Science (Math 26) and all Calculus courses (Math 2, 7, 8, 10, 11, 13, 15, 28 and 29).

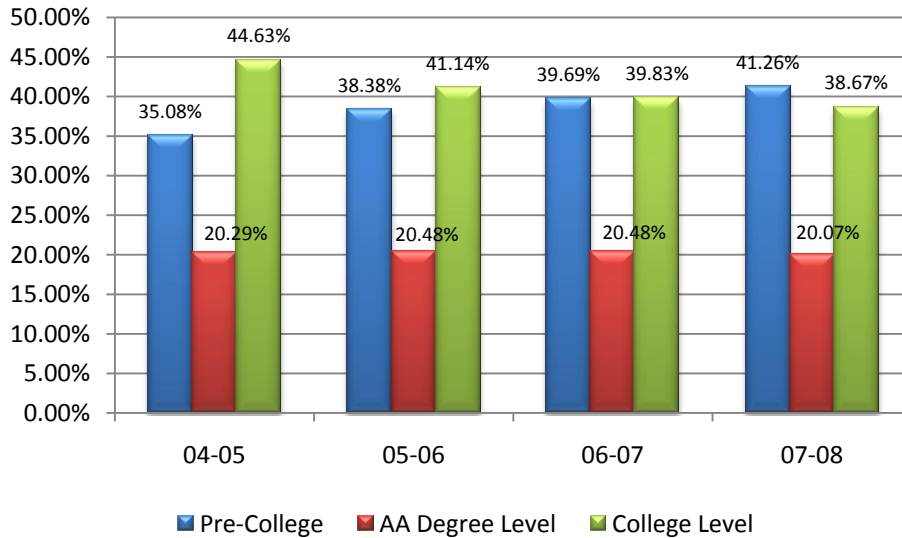


Figure IA-4: Distribution of Math Enrollments by Course Level 2004-05 to 2007-08

The student population at Santa Monica College reflects its cosmopolitan surroundings and the desire of the College to serve a global community. Figure IA-5 represents the distribution of students by citizenship status for Fall 2008. As is demonstrated in the chart, although US residents comprise 79 percent of its total student population, the College has a substantial population of international students (11 percent) and students who are not US citizens but permanent residents (9 percent).

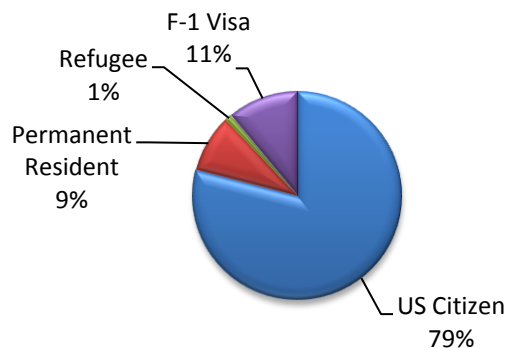


Figure IA-5: Fall 2008 Enrollment of Credit Students by Citizenship Status

The College has a national and international reputation for transfer to world-class universities, which is reflected in the stated educational goals of its students. Nearly 65 percent of Santa Monica College students indicate that their goal is to transfer to a four-year university as shown in Figure IA-6.

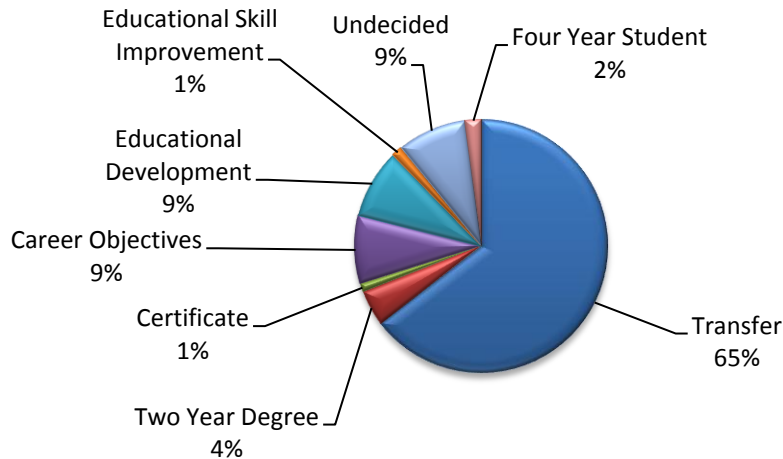


Figure IA-6: Fall 2008 Student Enrollment by Stated Educational Goal

As shown in Figure IA-7, the majority of Santa Monica College students attend part time (nearly 70 percent). The average number of units that Santa Monica College students carry during a term is 8.257.

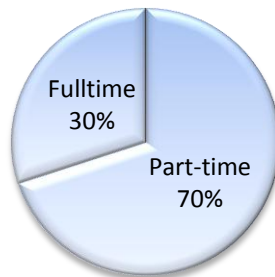


Figure IA-7: Fall 2008 Student Enrollment by Unit Load

College Planning

Since the last self-study, Santa Monica College has emerged from a trying period, triggered by a serious budget crisis that resulted in the discontinuance of some programs and layoffs of faculty and staff. Changes in the leadership of the College, combined with the desire of the majority of

the college community to put deep-seated acrimony and mistrust behind, have helped move the College to a more transparent and participatory method of governance and a renewed commitment to its mission. While not an easy transition, there is ample evidence that the institution continues to address its problems and move forward in support of its mission.

Foremost has been the creation of a new participatory governance structure. Launching the current planning body, the District Planning and Advisory Council (DPAC), was, at times, challenging. Deliberations were open and transparent and involved the entire campus community. At the time, the only structure that would have achieved full participation and buy-in was one that included representatives from all members of the college community. DPAC membership is equally distributed among administration (appointed by Administration and the Management Association), faculty (appointed by Academic Senate and Faculty Association), classified (appointed by California School Employees Association) and students (appointed by Associated Students).

Each group has two votes on DPAC, and its strength lies in broad participation by members from the entire college community. DPAC is now recognized by the campus community as the group that makes recommendations to the Superintendent/President and it has the support and strength to modify its charge as the need to do so becomes apparent, a testament to its effectiveness. 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.ⁱ

As the primary college planning body, DPAC ensures that planning supports institutional efforts to foster collegewide commitment to student learning. DPAC itself exemplifies the College's long tradition of openness to and support for innovation, its willingness to try new strategies and develop new programs, and its desire to respond to the changing needs of the students and community. The dramatic enrollment recovery after the severe cuts of 2003-2004 is one measure of the effectiveness of the commitment to student learning as students chose to return to Santa Monica College to meet their educational needs. The passage of three bond measures in recent years (2002, 2004, 2008), for a total of \$590 million, testifies to the high degree of community support the College enjoys, in large part because the College's commitment to student learning is long-standing, effectively communicated and highly valued.

In 2007, DPAC established a Strategic Planning Task Force to evaluate the College's planning process, develop strategic initiatives and action plans, and review the College's Mission, Vision, Values and Goals statements. Co-chaired by the Executive Vice President and the Academic Senate President, the task force was composed of representatives from the various college groups and organized a number of collegewide forums and presentations. In addition, the College utilized several institutional flex day workshops to gather input from as many of its members as possible. The work of the task force was embraced by the college community and resulted in several key revisions to the College's mission statement. The most significant revisions were the inclusion of the "global community" in the College's credo (*Changing Lives in the Global Community through Excellence in Education*) and the addition of a Values statement, a high-profile renewed commitment to democratic principles, effective communication and collegiality.

Santa Monica College has always recognized that providing excellence in education helps change individual lives, but the recent addition of “the global community” to the credo specifically acknowledges that what occurs at Santa Monica College has broader implications that connect our students to each other, to their communities, to their countries and to the world.

This credo is not simply a feel-good marketing slogan; rather, it is a statement of purpose that clearly declares that Santa Monica College is a community of believers and doers. We believe that we can and do make a difference, not only at the local or individual level. We believe in the far-reaching transformative effect we have on the lives of our students and that, through them and our own individual actions, we can indeed influence global change. This is what drives us to continually look for new and better ways to address the changing needs of our students. It is also what helps us get through difficult times. With the determination of the “little engine that could,” the College and its leadership across campus have persevered and emerged from difficult times stronger and even more committed to our students.

This commitment to helping students succeed at the individual, community and global level is reinforced in the College’s mission statement and has been concretely institutionalized through its four Institutional Learning Outcomes, formulated through a process spearheaded by the College’s Academic Senate and included as goals within its Mission, Vision, Values and Goals. The Institutional Learning Outcomes state that 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 (individual transformation).*
- *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 (community transformation).*
- *Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events (global transformation).*
- *Assume responsibility for their impact on the earth by living a sustainable and ethical life style (individual, community, and global transformation).*

The College continually reviews and assesses its Institutional Learning Outcomes through a participatory governance process that includes all college members. The College’s Institutional Learning Outcomes and Supporting Goals and the Mission, Vision and Values statements reinforce each other, demonstrating the desire of the College to clearly articulate the interconnectedness and relevance of its mission and vision to the process of student learning. Taking the commitment to fostering global citizenship even further, and a clear example of improved collegiality at the College, the Academic Senate and the Office of Academic Affairs collaborated on creating the new global citizenship Associate in Arts degree requirement. This was formally vetted through the College’s curriculum review process and was initiated in Spring

2008 with the Academic Senate Joint Curriculum Committee's approval of the first of a growing list of courses that meet this requirement.

That the Mission, Vision, Values and Goals are deeply embedded in the institutional ideology is further evidenced by the processes and activities of the College. For example, the subheading of the 2008-2009 *Master Plan for Education* annual update is "Achieving the Santa Monica College Vision," and the introduction states that: "A review of the College's Mission, Vision, Values and Goals statements resulted in a substantive revision through which the four Institutional Learning Outcomes have become the central focus of institutional goals." Along with the four Institutional Learning Outcomes, five broad supporting goals that drive institutional planning in support of the vision and mission have been identified. All of the annual objectives included in the *Master Plan for Education* annual update are linked to the supporting goals thereby providing specific activities to enhance and improve these guiding principles.

Supporting Goals

Innovative and Responsive Academic Environment

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

Supportive Learning Environment

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

Stable Fiscal Environment

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

Sustainable Physical Environment

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

Supportive Collegial Environment

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

Clearly, Santa Monica College's Mission, Vision, Values and Goals and its Institutional Learning Outcomes demonstrate its commitment to student learning and success. Teaching by example over the last ten years, the College has displayed a strong resolve to move forward

despite numerous challenges. Continuing and invasive building construction, for example, has sometimes created adverse learning conditions. Similarly strife and turmoil within the college community has sometimes resulted in anguish and despair. However, the College has learned from each experience, has grown, and has succeeded in overcoming such difficulties. These are the same skills the College hopes its students will demonstrate when they leave the College and which are enunciated in the Institutional Learning Outcomes. The College has not only defined what it intends students to gain from their experience here but is also actively engaged in the process of measuring and assessing the effectiveness of its efforts to achieve the stated outcomes at all levels.

The college community engages in dialogue to foster a collegewide commitment to student learning in a number of ways. In 2005, the Academic Senate Joint Student Learning Outcome Task Force was created to further the development and implementation of course, program and institutional student learning outcomes and to provide leadership and guidance to the members of the college community. Dialogue among and between academic departments continues to occur regularly, and in 2008, the task force was replaced with the Academic Senate Joint Student and Institutional Learning Outcomes Committee. In fact, all Academic Senate joint committees have student learning at the heart of their charges. Academic Senate joint committees such as Curriculum, Program Review, Student and Institutional Learning Outcomes, Environmental Affairs, Career Technical Education, and Professional Development as well as program/project committees such as the Basic Skills Initiative, Global Citizenship, and Student Equity communities are all focused on improving student learning.

To engage the broader college community in the dialogue, flex day activities and town hall meetings have been utilized since 2005 as the primary strategy for raising awareness of student learning. Student and Institutional Learning Outcomes, strategic initiatives, and instructional effective practices are just a few of the recurring topics focusing on student learning that have been included in the opening and flex day activities for the past several years.

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

Description—IA.1

For Santa Monica College, regular review and revision of the College's Mission, Vision, Values and Goals is more than an activity that must be performed during each accreditation cycle. It is a deeply engaging process through which the entire college community comes together to reaffirm its *raison d'être* and to seek new and meaningful ways to further its mission and better challenge students. In addition, the college community uses this time to revisit and reaffirm its commitment to improving the lives of its students and the global community.

The most recent review and revision to the Mission, Vision, Values and Goals began in 2007 with the creation of the Strategic Planning Task Force, which included representatives from the entire college community. New directions or areas of focus such as the Basic Skills Initiative, the Global Citizenship Initiative and the College's focus on sustainability have emerged since the

previous review of the Mission, Vision, Values and Goals. There was a collective desire by the various campus groups to determine if these new initiatives, as well as existing ones, directly supported the most current views of the college community with regard to the College's Mission, Vision, Values and Goals.

The task force began its review and revision of the Mission, Vision, Values and Goals in October 2007. From the beginning, the process was highly collaborative and inclusive. Through a variety of activities including the distribution of collegewide surveys, department specific and program specific focus groups and institutional flex day programming, the task force elicited feedback from all college constituencies. By December 2007, the task force had completed its information gathering and had drafted revisions to the Mission, Vision, Values and Goals statements.

These revisions were sent to DPAC and provisionally approved in January 2008. During the March 4, 2008 Institutional Flex Day, task force members conducted several workshop sessions to share the revised Mission, Vision, Values and Goals statements with the college community and to obtain their feedback. This feedback was reviewed and incorporated into the final version. After approval by DPAC at its March 12, 2008 meeting, the Mission, Vision, Values and Goals statements were reviewed and revised by the Superintendent/President on April 18, 2008 and approved by the Board of Trustees on May 12, 2008.

This process affirmed several long-standing values of the College including its desire to remain among the top transfer-oriented community colleges in California. During nearly every discussion that involves the College's key planning bodies, the subject of transfer is addressed. Santa Monica College is recognized regionally, nationally and internationally as a leader in community college transfer, particularly to the University of California system. In his 2008 keynote address at Santa Monica College's graduation ceremony, University of California, Los Angeles Chancellor, Dr. Gene Block, noted that of all of the educational institutions that transfer students to UCLA, including both secondary and postsecondary institutions, Santa Monica College transfers the greatest number: 10,000 Santa Monica College students have transferred to UCLA in the last 25 years, more than three times as many than from any other institution.ⁱⁱ

Throughout the many discussions of the Mission, Vision, Values and Goals statements and outcomes, it is apparent that the college community wants to continue to focus on student transfer. This is reflected in nearly everything that the College does from hiring the highest qualified faculty to developing career pathways and "2+2+2" articulation agreements. Transfer success is an ongoing institutional priority that is reflected in the mission statement and in the activities and programs that the College supports.

The Mission Statement

The Santa Monica College mission statement encompasses elements specific to student learning including: "a learning environment that both challenges students and supports them in achieving their education goals;" "open and affordable access to high quality associate degree and certificate of achievement programs" that "prepare students for successful careers, develop

college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning;” and “educational opportunities which embrace the exchange of ideas in an open, caring community of learners.”

In these words, the character and purpose of Santa Monica College are clearly defined. The College exists to serve as a resource for all students, regardless of their educational needs and/or intent, and to provide the high quality instruction and supportive services necessary to ensure student success in an environment that embraces diversity and fosters lifelong learning. This character and purpose provide the foundation of the College’s academic programs and student services.

Santa Monica College boasts many successful and ongoing programs that support the College’s mission and that demonstrate its character and purpose. Since the last accreditation visit, as of Spring 2009, the Academic Senate Joint Curriculum Committee has approved 176 new courses and accepted changes/revisions to 814 courses. While the majority of new courses are proposed in response to changing student and industry needs, many provide additional depth to already strong general education disciplines. Instructional departments/programs are required to update curriculum as part of the program review and student learning outcome processes ensuring that all curriculum is reviewed on a regular basis. On a larger scale, these reviews generate new degrees and certificates as well as revision to existing ones. Thus, in the same time period, twenty-six new certificates, five Associate in Arts degrees, and five noncredit certificates of competency have been approved, while revisions to several existing Associate in Arts degrees and more than twenty certificates of achievement have been accepted. Together, this effort provides clear evidence of the College’s and the instructional programs’ commitment to a cycle of constant review and improvement.

One of the most exciting changes that has occurred since the last accreditation review and a direct result of revisions to the Mission, Vision, Values and Goals is the expansion of the degree requirement to include global citizenship in addition the original American Cultures requirement for all students pursuing an Associate in Arts degree. This requirement states:

A student meeting the Global Citizenship Associate in Arts requirement will develop an awareness of the diversity of cultures within the United States and/or an appreciation for the interconnectedness of cultural, ecological, economic, political, social and technological systems of the contemporary world. This prepares the student to make a responsible contribution to a rapidly changing global society. The student must take a minimum of three units in one of the following areas: American Cultures, Ecological Literacy, Global Studies, Service Learning or Study Abroad Experience.

As of Fall 2009, 34 courses have been approved by the Curriculum Committee to meet the new Associate in Arts degree requirement, and many disciplines are currently in the process of submitting courses for approval (see Standard IIA for a listing of approved courses). In addition, the College is expanding its Study Abroad program offerings to ensure that as many students as possible participate, including those traditionally under-represented in study abroad experiences

such as Hispanic, African-American and career technical education students. Santa Monica College has developed course proposal guidelines to ensure that the courses proposed to meet the global citizenship degree requirement are relevant to the needs of the entire student population and address the College's character and purpose as outlined in its mission statement, specifically with regard to rigor and the exchange of ideas among a diverse group of learners.

Since the last self-study, the College has initiated a number of innovative, challenging and/or supportive programs to further its mission and to support students, utilizing an array of local, regional, state, and national resources to develop, implement, and institutionalize these programs. These include:

- **Basic Skills Initiative** (Student Success Initiative) – Funded by the State of California, this initiative supports the identification and implementation of effective practice interventions to improve student success in basic skills mathematics, English, and ESL courses.
- **Supplemental Instruction** – Acknowledging international recognition of an effective practice for supporting student success in historically difficult classes, the College is using federal funds from the US Department of Education's Title V Developing Hispanic Serving Institutions grant program to implement a Supplemental Instruction Program designed to improve student success in basic skills mathematics and English.
- **Teacher Academy** – Another project originally funded by a US Department of Education Title V grant, the Teacher Academy was designed to increase student interest and enrollment in education courses and the teaching profession. External funding for this project ended but elements of the program have continued (see Standard IIA).
- **Small Business Development Center** – Utilizing a combination of both federal and state funding sources, the Small Business Development Center offers services to address the needs of new and emerging regional small businesses and other entrepreneurial activities.
- **SMC/SMMUSD Collaborative** – Through a joint program with the Santa Monica/Malibu Unified School District, Santa Monica College provides classes and support services to high school students, including the Young Collegians program, which targets underprepared students.
- **CAHSEE (California High School Exit Exam) Program** – With a grant from the California Community Colleges Chancellor's Office, this program helps students who did not pass the state mandated high school exit exam gain the knowledge and skills they need to pass the test and/or complete additional coursework required for a high school diploma.
- **Welcome Center** - This one-stop resource center, designed especially to meet the needs of new students, was institutionalized in Fall 2009.

- **Veterans' Resource Center** – This one-stop center for veterans, established in Fall 2009, offers counseling, peer tutoring, post traumatic stress disorder support groups and a “safe zone” where veterans can meet and socialize.
- **Upward Bound** – This US Department of Education TRIO program helps selected low-income high school students persist to college by providing broad support.
- **Any Line, Any Time** – This community partnership between the College, the City of Santa Monica and the Santa Monica College Associated Students provides free access to the local public transportation bus system.
- **BOGmobile** – A mobile financial aid station that moves around campus to where students congregate during peak enrollment periods, allowing students to apply for Board of Governors fee waivers on the spot.

In addition to the development of new programs and initiatives, the recent review of the College's Mission, Vision, Values and Goals resulted in the expansion and/or institutionalization of several programs mentioned in the previous self-study. Programs that have been expanded, incorporated into other programs or institutionalized in some other fashion as a result of the College's efforts to address its mission and meet the needs of its students include:

- **Distance Education** – The Distance Education program has expanded dramatically in the past five years and now accounts for 12.5 percent of the College's Full-Time Equivalent Students (FTES), in large part due to the fact that it facilitates access for students bound by place or time.
- **Student Success Project** – At the conclusion of this state-funded project, the College incorporated many of the project's most successful elements (including peer mentoring, the Summer Bridge program and the “Back-to-Success” initiative) into other programs, including the various Title V grants and the Counseling Department's programs and activities.
- **Specialized Curriculum Optimizing Retention in Education (SCORE)** – This project preceded the Basic Skills Initiative. Its purpose was to expand the dialogue on issues relevant to developmental education between mathematics, writing and reading faculty.
- **Early Alert** – Several years ago, this project was largely dormant because it was a cumbersome pencil and paper process; however, the process has recently been revitalized through an online collaboration between the Matriculation and Management Information Systems departments, which provides instructional faculty greater opportunity for a timely and more comprehensive intervention at any point in the semester.
- **Emeritus** – This noncredit adult education program, aimed at older adults, has gained a permanent home since the last accreditation report and now serves over 3,000 students.

Programs which have experienced reductions through loss of funding, institutional prioritization, or external factors include:

- **Dual Enrollment** – Recent changes to Title 5 have severely limited the options for offering dual enrollment courses outside district boundaries, which previously accounted for the majority of the College’s dual enrollment offerings.
- **Service Learning** – Dormant for several years, this effort is at a point of rebirth with faculty leadership partnering with the Career Services Center to encourage student participation beyond those enrolled in the two courses that currently contain a service learning component: Sociology 1S (Introduction to Sociology) and Sociology 2S (Social Problems).

In addition to the established programs previously described, the College has undertaken several initiatives in the past few years to strengthen its capacity to achieve its mission, particularly in regard to ensuring that students have the skills necessary to attain successful careers and/or transfer to a university. In 2004, the College, under the leadership of counseling and instructional faculty and with the support of academic administrators, developed a Student Equity Plan which highlighted major demographic shifts in the College’s student population.ⁱⁱⁱ

In particular, the report’s data revealed that between 1992 and 2002, Santa Monica College experienced a decline in the percentage of white students attending and a rise in the number of Hispanic students while the percentage of African-American and Asian students remained fairly constant. Even more striking were the success rates of the students: Asian and white students consistently achieved the highest success rates in basic skills and transfer-level courses over other ethnic groups. As a result, the English, Mathematics, Counseling and English as a Second Language departments reviewed their courses and developed strategies designed to increase student success rates for all students.

Evidence from the Student Equity Report was also used to support the College’s application (in conjunction with El Camino College) to the US Department of Education for a Title V Developing Hispanic Serving Institutions Cooperative grant, the focus of which is to improve student success in pre-college mathematics and English. For the past three years, this project has worked cooperatively with the College’s state-funded Basic Skills Initiative (Student Success Initiative) to examine ways in which to improve the success rates of the increasing numbers of students entering college with pre-collegiate skills.

These efforts on the part of faculty and staff from the English, Mathematics, Counseling and ESL departments, as well as other interested parties, have led to the development of a Basic Skills Initiative plan that clearly outlines actions the College will take to improve student performance. In addition, Title V funding has facilitated a number of professional development opportunities for faculty and staff, focusing on nationally recognized effective practices such as Skip Downing’s On Course strategies. The Basic Skills Initiative/Student Equity workgroup continues to identify and develop opportunities to help faculty become more effective instructors

and to provide students with the skills and resources necessary to progress in their educational journey.

Institutional Effectiveness

Institutional effectiveness is assessed through a number of processes. Planning and engaging in the accreditation self-evaluation process has been an effective tool for the College, particularly in the identification of areas in need of improvement and strengthening. Self-reflection from an impartial observer's perspective helps the institution gain appreciation for the uniqueness of Santa Monica College's culture, programs, and achievements. Self-evaluation also helps to redirect the College's efforts to quantitatively assess and demonstrate that which it knows about itself qualitatively and intuitively. Many changes and innovations to processes over time have been the direct result of the self-review undertaken during accreditation.

The new processes established for developing and assessing course, program and institutional student learning outcomes are another method by which the institution assesses its effectiveness. The Institutional Learning Outcomes are linked to planning processes as well as course and program student learning outcomes. As the assessment phase has only recently begun, it is too early for definitive measures and assessments to demonstrate effectiveness, but the College has clearly signaled its intent to integrate the assessment of its Institutional Learning Outcomes across processes and programs.

The longest-standing and most broadly-based internal tool for assessing institutional effectiveness is the College's program review process. Every instructional and student service program, and every administrative and operational area of the College is reviewed on a six-year cycle. Additionally, career technical education programs are required to submit interim reports every two years. The Academic Senate Joint Program Review Committee includes members from both faculty and administration, many of whom serve multiple terms thus providing historical knowledge and exemplary training to new members.

At the time of the last accreditation, the program review process was evolving from a show-and-tell model to a self-evaluation model in which the committee expects to see evidence of reflective dialogue aimed at program improvement, assessment and evaluation of course and program learning outcomes and measures of program effectiveness. The committee has developed guidelines to assist programs undergoing review in the form of appendices tailored to the type of program: instructional, occupational, student service or administrative service.^{iv}

Programs submit a written self-evaluation to the committee, which carefully reviews the document. Program representatives then meet with the committee to answer any questions that arise from the report. Subsequently, the committee prepares an executive summary, providing the program with commendations for outstanding practices or improvements, recommendations by the committee for program improvement, and recommendations for institutional support where the committee feels such support is needed.

The Program Review Committee also conducts a self-reflective review of its processes at the end of each academic year resulting in improvements to the program review methods, provision of

better guidance to programs, and linkages between its recommendations and college planning processes. An annual Program Review report is presented to DPAC. The report is also shared with the Superintendent/President and the Board of Trustees. In addition to providing an overview of the process and the executive summaries of all programs reviewed during the year, the committee report has also, for the past six years, included a list of broader recommendations emerging from overarching institutional issues of concern to more than one program. DPAC and other college entities then consider these recommendations during their respective planning processes. In Spring 2009, several of the program review recommendations were incorporated as institutional objectives for 2009-2010, further evidence of the growing linkages between various bodies and institutional planning.

Indeed, DPAC itself was created in response to an assessment of the effectiveness of the previous governing structure, the Collegewide Coordinating Council. During the previous accreditation visit, team members observed a Collegewide Coordinating Council meeting, a portion of which was devoted to the ongoing process of evaluating its functions and relationships to other college planning committees. After several months without progress in the evaluation process and deterioration of effective and collegial communication, the Collegewide Coordinating Council ceased meeting. In Summer 2004, the Superintendent/President agreed to a proposal made by the Academic Senate leadership to form an *ad hoc* workgroup to develop a new planning and governance structure for the College. DPAC was the result of the workgroup recommendations and began serving as the collegewide governing body in 2005.

At the end of each academic year, DPAC prepares an annual report that includes a review of all actions taken and recommendations made. The process of preparing the report involves dialogue and input from the entire college community and serves as an assessment of the group's effectiveness.

Updates to the *Master Plan for Education* establish annual objectives and action plans to improve institutional effectiveness. As part of this annual process, the objectives for the current year are evaluated and assessed to determine whether or not they have been achieved. Beginning with the Spring 2009 review of the 2008-2009 objectives and preparation of the 2009-2010 objectives, all the objectives are mapped to the Institutional Learning Outcomes, thus adding an additional measure of assessment of institutional effectiveness.

The Strategic Planning Task Force, active during 2006-2007 and 2007-2008, is another example of a process that assessed institutional effectiveness as part of its charge. From the beginning, the task force worked assiduously to engage the entire college community in the planning process. Surveys and focus groups were employed to solicit input on institutional effectiveness and identify areas for improvement. As information was gathered and action plans developed, two-way communication was ongoing, and multiple venues including flex days were employed to maximize engagement, ensure the broadest assessment of institutional effectiveness and gain collegewide commitment to the action plans.

Santa Monica College historically has favored qualitative assessments for the majority of its processes. This type of assessment has been the outgrowth of the institutional culture. However,

the College recognizes the need to expand the use of quantitative measures and develop mixed-methods approaches to evaluation and assessment as it moves forward. This will require broader participation in research efforts. Although the College's Office of Institutional Research has suffered from inconsistent staffing in recent years, which has impacted the College's ability to institutionalize and systematize institutional assessment, the office is working towards stability in staffing and is currently in the process of rebuilding, recently adding a full-time research position to support the existing Institutional Research Dean.

Despite these challenges, the College has moved forward with its efforts to develop and implement assessment strategies of institutional effectiveness through:

- longitudinal research design to assess Institutional Learning Outcomes,
- in-depth study of the effect of counseling and support services on student persistence and achievement,
- evaluation design to assess the effectiveness of the Basic Skills Initiative (Student Success Initiative), and
- ongoing monitoring and reporting of collegewide indirect learning outcomes such as successful course completion rates, course retention rates, and student progress and achievement rates.

Thus, the College is moving toward greater capacity to systematize institutional assessment through more comprehensive engagement of the college community in all of the various assessment processes.

Evaluation—IA.1

An especially dynamic institution, Santa Monica College works diligently and consistently to address the needs of its student population through the development of new programs and strategies as well as through the enhancement of existing programs and services, examples of which have been outlined in the Standard IA.1 Description. The College maintains a tradition of facilitating student learning, progress and achievement of educational goals by grounding program development and enhancement in effective practices and the most recent scholarly research.

This process of developing and enhancing existing programs takes place through extensive dialogue that occurs through a network of campus committees and throughout the college community. Although this process can be lengthy and often occurs over a period of one or two years, it is based on the organizational culture of Santa Monica College, which is one that honors process. Any attempt to circumvent this process is fraught with peril. At Santa Monica College, for any initiative to succeed and be sustained, it must meet the demands of the organizational culture and be fully discussed and agreed upon by a broad group of representatives from the college community.

Santa Monica College is committed to transparency of process and inclusiveness of the college community. The College structures its planning and dialogue processes to encompass the entire college community, including students. The level of participation and engagement may vary depending on the issue; not surprisingly, budget and governance garner the most broadly-based participation. However, in recent years, it would be hard for any group to convincingly argue it had not had the opportunity to participate in the planning process, and any lack of awareness would most likely be attributed to apathy.

These ongoing discussions and communications inform and shape how the College identifies and addresses the differing needs of its various student populations. To the extent possible, students are actively engaged in the dialogue surrounding the development and implementation of new programs, activities and teaching and learning strategies. The involvement of students is monitored by an active Associated Students government that appoints student representatives to Academic Senate joint committees as well as to collegewide, issue-driven task forces such as the Basic Skills Initiative Task Force and the Global Council. The Associated Students Board of Directors offers \$200 stipends to students who participate on college committees and this incentive has had a marked effect on the level and consistency of student involvement on committees and in the discussions that help shape the College's planning processes.

In addition, student retention and achievement data serve as barometers for measuring how the College is meeting student needs. These measures serve as catalysts for much of the dialogue that takes place around meeting the needs of the different student populations. Even when discussions occur that do not include direct input from students, the dialogue is rooted in staff and faculty knowledge of effective practices collected from their participation in local, regional and national conversations on effective teaching and learning. There are numerous examples of institutional use of research-based effective practices for ensuring student success, which include:

- implementation of a Supplemental Instruction Program – modified group-tutoring targeting students enrolled in courses with historically low success rates;
- training basic skills instructors in Skip Downing's On Course teaching and learning strategies, a learning-centered model designed to increase student success;
- use of faculty mentors to assist new online instructors in maintaining the high quality of the Distance Education program;
- What Makes a Great Teacher series – a series of presentations by in-house and outside experts (e.g., Uri Treisman) designed for faculty to share effective practices and pedagogical tools;
- ESL curriculum changes based on data collected regarding the most frequent topics for which students seek tutoring (e.g., creation of an English as a Second Language course, Academic Vocabulary Skills (ESL 28), and revisions to individual course modules);

- mathematics course sequencing and revisions based on intended major or transfer goal (e.g., mathematics sequences for liberal arts or social science majors versus sequences leading to required advanced mathematics and science courses); and
- creation of a second writing center – the original writing center was created to address the required lab hours in the lowest level basic skills English classes; the new center focuses on helping the highest level basic skills students get to college-level English.

Development of programs and services to meet student needs occurs in a number of different ways. Some are developed, expanded and improved based on student demand. For example, as a result of current US military commitments, the College has experienced an increase in the enrollment of veterans with needs for new services; thus, the Veterans' Resource Center was established in Fall 2009 to provide expanded services to meet those needs. Business and industry provide input on changing needs or new jobs, which results in program development and changes to prepare students for the job market. In the past few years, the College has worked with its industry partners to develop instructional programs in logistics, solar technology (and other green technologies) and insurance.

Many initiatives arise from the faculty such as the Global Citizenship Initiative and its subsequent activities. In this case, faculty realized that, for students to function optimally in today's rapidly-changing world, they need to understand global cultures, global markets and the relationships and impacts among them. The Global Citizenship Initiative provides a means to address the need for students to be prepared to live in an increasingly interconnected global culture and economy. From initial discussions among faculty and staff, the dialogue expanded to include the larger campus community, which led to inclusion of this initiative in the College's most current strategic action plan, developed by the Strategic Planning Task Force. The College took this initiative one step further by allocating funds in the district budget to support activities recommended by the Global Council.

Another example of the College's responsiveness to student needs is in the area of basic skills. Since the last self-study, Santa Monica College, like many other community colleges, has experienced an increase in the number of students who are in need of basic skills preparation. This is evident not only in the data collected (e.g., Accountability Reporting for the Community College and the Basic Skills Initiative) but in the large percentage of students who place, based on their assessment test scores, into basic skills classes each year, as shown in Figure IA-8.

With the creation of the Welcome Center, the College has been able to receive more immediate feedback on student course needs and to address them quickly. Through efficient collaboration between Welcome Center staff and the Office of Academic Affairs, sections of high demand classes (primarily basic skills) have been added almost instantaneously so that students are enrolled in the classes they need before they leave the Welcome Center. Due to the ongoing budget crisis and the College's reductions in course offerings, this process has been necessarily limited but is still functioning.

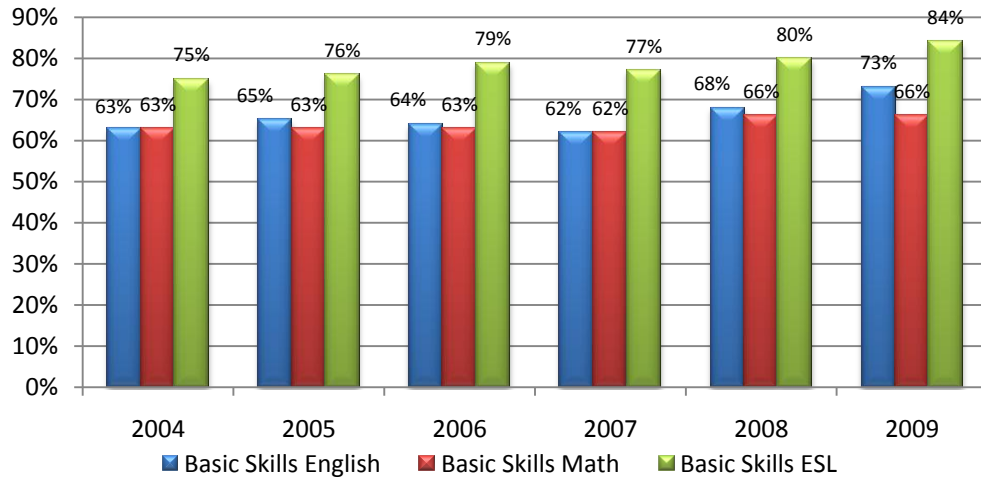


Figure IA-8: Percentage of Students Assessing at the Basic Skills Levels of English, Mathematics and English as a Second Language

Before departments submit their requested schedule each term, the Office of Academic Affairs prepares a current list of high enrollment and low enrollment courses and uses the list to suggest appropriate distribution of the allotted weekly teacher hours. High enrollment courses include Freshman Reading and Composition (English 1), Student Success Seminar (Counseling 20), General Psychology (Psychology 1) and Intermediate Algebra (Math 20). These are courses with multiple sections that are in high demand due to their degree, transfer or certificate applicability and other factors. Low enrollment courses (course sections with census enrollments of less than 18 or less than 50 percent class size) include courses that are typically offered sporadically or are advanced level courses and thus do not garner high enrollment numbers but are no less important to the students who enroll in them. Examples of disciplines that have low enrollment courses include music, cosmetology and education.

The Office of Academic Affairs, in consultation with department chairs, responds to and tracks enrollments by course, ensuring that departments schedule their courses to meet student needs rather than faculty preference. Over the years, the high and low enrollment courses have changed, sometimes significantly, serving as a road map for student-need-driven change. An example of this change is the creation of the Student Success Seminar, Counseling 20. Over ten years ago, Santa Monica College was an innovator in developing this course, which addresses issues outside the classroom that impact student success: study strategies, health issues and lifestyle choices, relating and communicating in a diverse world, time management, career exploration, and educational planning. When first offered, this was a low enrollment course. Over time, more and more students enrolled in it, and by Fall 2008, Counseling 20 had the second highest enrollment of all courses offered at the College, second only to enrollment in English 1, Freshman Reading and Composition.

Santa Monica College has a wealth of programs and services developed in a climate that encourages innovation. Each adds value to the student's experience at the College and is a gem in its own right. As a relatively new administrator to the College put it, "I keep discovering program pearls scattered throughout the College. We just need to do a better job of stringing them together into a more coherent, accessible structure for students." While it is true that the College has many wonderful programs and services, it could strengthen the linkages between them and to the planning processes. An example of strong inter-departmental/program linkage is the close collaboration and sharing of resources to support students that exist between the Office of Financial Aid and Extended Opportunity Programs and Services. Linkages between and among programs and planning is becoming stronger, but there is room for continued improvement.

The myriad programs and services offered at Santa Monica College are legendary for their breadth and innovation. Each was developed based on a passionate belief that it would make a difference, and all of them add to student success. Santa Monica College is particularly distinguished by its large number of student service and support programs and the high degree of integration between instruction and these programs and services. That the College devotes significant resources to student services programs testifies to a commitment that has become integrated into the college culture so that student services and instruction are viewed as equal partners in contributing to student success. This level of partnership is not the norm at most community colleges and is an aspect of the Santa Monica College structure of which the institution is justifiably proud and for which it is admired by others.

Students still overwhelmingly come to Santa Monica College with the stated goal of transferring, but the College recognizes that increasing numbers of students arrive unprepared to do so in a timely fashion and has developed many support services and programs to help these students achieve their goals:

- **Black Collegians** – a program dedicated to promoting, encouraging and increasing retention, transfer, academic success and graduation of African-American students.
- **Pico Partnership** – a joint effort between the College, the City of Santa Monica, and Virginia Park designed to provide educational counseling and financial assistance to underserved youth living near the College.
- **Adelante** – a support program that focuses on academic achievement, cultural awareness and personal growth, and that offers classes that accentuate the Latino experience.
- **The Welcome Center** – a one-stop resource for first-time enrollees that ensures students enroll in appropriate courses.
- **Veterans' Program** – a program that includes the new Veterans' Resource Center, Veterans' Advisory Board and acceptance of veterans under the provisions of the new GI Bill, Chapter 33.

- **Young Collegians** – a collaborative program between Santa Monica College and the Santa Monica/Malibu Unified District to engage academically underprepared students.

Because many of the College's new and emerging programs have been researched nationally, it is assumed that they will prove effective at Santa Monica College in addressing the needs of the student population. However, many of these programs, such as Supplemental Instruction and the Welcome Center, also implement some form of student assessment to determine just how effective the programs are at meeting the needs of the students they serve. For example, comprehensive program evaluations are currently being implemented to assess the effectiveness of:

- **The Welcome Center** – in the form of student satisfaction surveys to determine the utilization and satisfaction of services received as well as the relationship between service utilization and program completion.
- **Supplemental Instruction** – through utilization of pre- and post-testing of study skills and test-taking skills and the relation to course success before and after participating in the tutoring offered through Supplemental Instruction.
- **Mathematics Cohort Faculty** – by implementing pre- and post-testing of study skills and test-taking skills within individual instructor's courses after the instructor has implemented pedagogical innovations.

The College understands that an effective assessment strategy will include evaluation not only at the program level but also at the course and institutional level. At this time, the College is still in the early stages of developing and implementing a comprehensive evaluation plan to determine how well, at the macro level, it is addressing the needs of its student population. This is one of the College's most pressing tasks and will be spearheaded by the recently expanded Office of Institutional Research.

Assessing Institutional Effectiveness

Currently, Santa Monica College's Institutional Learning Outcomes are structured more as goals of what the College would like to achieve than as measurable learning outcomes. They are the result of an inclusive collegewide dialogue and reflect the idealism of the College; however, they are not easily assessed. Continued dialogue to establish institutional learning outcomes that are more easily measured and to develop effective measures is needed, and the College is firmly committed to achieving greater congruence and alignment of its mission with its Institutional Learning Outcomes.

One of the substantive issues that must be addressed as the College develops its research and evaluation capacity into one that is systematic and institutional in scope, centers on the institutional culture and the value placed on the research function in assisting the *entire* institution to meet its objectives. In terms of assessing individual program effectiveness, the College does the best job with categorically-funded programs, largely because assessment is built into the grant requirements. At times, the assessments developed for categorically-funded

programs can be applied to other programs and services. For example, the Title V, Developing Hispanic Serving Institutions grant project teams are structuring their evaluations so that the data collection and analysis instruments may be used to assess the effectiveness of other aspects of developmental education. This also illustrates how the grant programs are aligned with institutional goals and objectives.

However, while there is broad understanding about the value of data to enhance decision-making and demonstrate the effectiveness of programs and services, there is not yet broad-based understanding about the need for the entire institution to *systematically* assess its effectiveness. In addition to conducting systematic research studies, the Office of Institutional Research needs to provide leadership to empower programs to understand and use data regularly to create an institutional culture conducive to meeting the new demands of accountability, assessment and evaluation of effectiveness. This will require additional human and technological resources, a challenge under current fiscal constraints.

As noted in the description, Santa Monica College has a history of conducting individual program assessment, sometimes on an *ad hoc* basis or at the end of a project period when there is little or no time to use the assessment to improve the quality of the program. The College must transition from engaging in program assessment that is largely disconnected from the needs of the greater campus community to a more systematic research agenda that links program assessment with student and institutional assessment. This will yield a stable, systematic approach to research and evaluation that is based on the needs of the entire institution rather than individual and categorically-funded programs and services.

Recognizing that the College's evaluation needs will probably always exceed resources, the Office of Institutional Research has developed and promoted a philosophy and approach to evaluation and assessment that is: 1) grounded in participatory evaluation models, meaning that all program stakeholders are active participants in the evaluation process and that evaluation and assessment are not exclusively the domain of the Office of Institutional Research and 2) based on standardization of data.

This has been a slow and challenging process given the College's focus on program assessment rather than institutional assessment. To develop the evaluation capacity and infrastructure necessary for the institution to systematically assess its progress and effectiveness, individual programs need to be given the tools and support to become independent program evaluators. Furthermore, these tools need to be part of a systematic process and commitment to evaluation and use of standard sets of data on the part of individual programs.

At this time, the College is still in the early stages of implementing a comprehensive evaluation plan to determine how well the College, at the macro level, is addressing the needs of its student population. With regard to moving toward systematic evaluation of institutional effectiveness, several initiatives are underway. First, the Office of Institutional Research recently released an institutional effectiveness report drawn from student achievement measures in several key areas related to the mission of the College. Some of the measures included are:

- progress and achievement through the basic skills curriculum
- fall to fall persistence
- percentages of transfer-prepared students
- degrees and certificates conferred
- persistence of students who enroll in Counseling 20 (Student Success Seminar)

The results are impressive. The study found that students enrolling in the Student Success Seminar (Counseling 20) in their first term were 29.7 percent more likely to persist to the following fall term than students who were not enrolled in the course. Other student support services (described fully in Standard IIB) were also positively associated with persistence:

- Students who participated in VIP Welcome Day experienced a 49 percent higher persistence rate as compared with students who did not participate.
- Students who completed orientation experienced a 32 percent higher persistence rate as compared with students who did not participate.
- Students who participated in Extended Opportunity Programs and Services experienced a 50 percent higher persistence rate as compared with students who did not participate.
- Students who participated in the Scholars Program experienced an 88 percent higher persistence rate as compared with students who did not participate.

The study also revealed that the strongest predictors of higher first-term grade point averages are participation in the Scholars Program and completion of orientation. Also influencing grade point averages are participation in the Pico Partnership Program, US Department of Education-funded TRIO programs (Upward Bound and Student Support Services), Extended Opportunities Programs and Services, Athletics, and the number of general counseling contacts.

In a separate study which looked at the impact of a Santa Monica College program for probationary students (Back-to-Success, described more fully in Standard IIB), program participants persisted (fall to spring) at dramatically higher rates than students who elected not to participate in a workshop. Furthermore, Back-to-Success participants had lower rates of continuing on probation.

A third study that looked at the College's Summer Bridge Program (funded through a Title V, Developing Hispanic Serving Institutions grant) determined that students who participated in the program tended to benefit socially and affectively. In other words, these students were more likely to feel accepted on campus and connected to campus activities.

Additionally, the College is developing, through its Academic Senate Joint Student and Institutional Learning Outcomes Committee, a systematic approach to learning outcomes at the course, program, and institutional level. A framework for assessing institutional learning outcomes at the course level is currently being discussed, and if accepted by the broader campus community, will likely be tied to the grade submission process. This would allow the College to

assess course level learning outcomes for every course and student each term. The process of assessing outcomes at the course level naturally connects program and institutional level outcomes to activities that are occurring in the classroom.

In terms of assessing the effectiveness of student support services, these units have or will be developing and implementing a combination of data collection strategies connected to their learning outcomes. Some units such as Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education, the Office of Financial Aid, the Counseling Department, and the Office of Admissions and Records have already implemented student surveys directly connected to their Student Learning Outcomes. The plan for these units is to continue to develop these data collection strategies and regularly review the assessment results.

With respect to classroom-based and student support unit assessment activities, the Office of Institutional Research began offering a series of workshops in Spring 2009 to help participants develop assessment plans. Faculty and program staff members attend workshops and receive assistance in refining their Student Learning Outcomes and developing measurement and assessment tools. At the end of the workshop, the anticipated outcome is that participants will have acquired the tools they need to engage in robust, systematic assessment of student learning outcomes.

Finally, recognizing the need for robust assessment of the Student and Institutional Learning Outcomes, the Office of Institutional Research, working with the Academic Senate Joint Student and Institutional Learning Outcomes Committee, is developing a broad-based assessment designed to measure the College's Institutional Learning Outcomes from a longitudinal perspective. The philosophy behind this initiative is that holistic assessment of students, in addition to classroom-based assessments, is required for the institution to fully understand the ways in which it helps students develop. The institution recognizes that conducting only cross-sectional, classroom-based assessments is not sufficient to capture the full growth, learning and development of students that take place at the College.

Plan—IA.1

- 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.
- 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.
- The College will formalize and implement the framework for assessing learning outcomes at the course, program and institutional level.

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

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

Description—IA.2 and IA.3

Traditionally, Santa Monica College reviews the mission statement on a six-year cycle, at a minimum, generally aligned with the self-study process. However, the 2008 review occurred prior to the start of the self-study process and was triggered by the activities of the Strategic Planning Task Force. This body was formed under and reported to the DPAC. DPAC's original charge or purpose was, and continues to be, to:

- establish a comprehensive strategic planning capability at Santa Monica College, including the development of an evolving strategic plan to coherently focus the College's attention on critical needs, and
- promote a shared commitment to the common good of the College, including the strengthening of existing organizational frameworks to foster more collaborative decision-making about strategic concerns.

From the beginning, it was assumed the task force would operate for at least two years, gather perceptions and feedback, establish a timeline, and structure and set strategic goals for the College for the next several years. At the point the Strategic Planning Task Force was beginning to discuss possible strategic initiatives, the need to review the College's Mission, Vision, Values and Goals statements became apparent, so, with the approval of DPAC, the Strategic Planning Task Force took a slight detour in its charge and led the process of reviewing and revising the Mission, Vision, Values and Goals statements. After much discussion, revisions were drafted and circulated among the college community and feedback was solicited. Throughout late Fall 2007 and Winter 2008, the Strategic Planning Task Force continued to make revisions based on the feedback gathered.

After the Strategic Planning Task Force finalized its recommended changes to the Mission, Vision, Values and Goals, the document was forwarded to DPAC, which reviewed, revised and approved its version in March 2008. As with all DPAC recommendations, these were forwarded to the Superintendent/President for response. To ensure complete agreement with the proposed Mission, Vision, Values and Goals, before responding to DPAC, the Superintendent/President gave the Board of Trustees the opportunity to individually comment. This informed further modifications made to the document by the Superintendent/President before responding to DPAC. DPAC endorsed the changes, and the Board of Trustees approved the final version in May 2008. The approved revision to the Mission, Vision, Values and Goals was then posted to the college website.^v

Evaluation—IA.2 and IA.3

While review of the mission statement follows a regular cycle that tends to align with the self-study cycle, it is not necessarily the only trigger for review as demonstrated by the way the Strategic Planning Task Force acted as a catalyst for the most recent review and revision. The structure for participation in the review process is inclusive. Communication is primarily through members of the college community and collegewide activities such as flex day presentations. The assumption has been that the process is most effective if everyone has the opportunity to participate and provide feedback. Thus, broad efforts have been made to encourage participation, and the process has been public and transparent.

Moreover, in an attempt to determine how clearly the most recent revision to the Mission, Vision, Values and Goals of the College were communicated, recently hired faculty and staff were asked to share their perceptions of what the Mission, Vision, Values and Goals said about the College as an institution and whether their initial experiences at the College reflected an institutional commitment to the Mission, Vision, Values and Goals. The following comments articulate particularly well the general perception and the overall commitment of the entire college community to the Mission, Vision, Values and Goals and demonstrate an accurate sense of what Santa Monica College strives to accomplish:

"I believe that the mission of Santa Monica College . . . is general enough to be inspiring, and, at the same time, is specific enough to be operationalized."

"The mission defines what this institution strives to achieve. . . . It strives to create a learning environment To me that means Santa Monica College recognizes that the learning process requires both the teacher who instructs and the learner who learns . . . and hints at the shift in US public education from merely teaching a lesson to ensuring that the teaching actually results in students learning the material."

"By emphasizing the effort of 'creating a learning environment,' Santa Monica College recognizes that its success as a public institution depends on students' willingness and effort as much as on its own efforts."

"The learning environment the College strives to create is one that 'both challenges students and supports them in achieving their goals.' This is recognition of the necessity for exposing students to advanced knowledge and high academic standards while, at the same time, providing strong support through student services and counseling."

"That 'students learn to contribute to the global community as they develop a personal understanding of their personal relationships to the world's social, cultural, political, economic, technological and natural environments' says that Santa Monica College understands the personal nature of the learning process . . . that learning is a dynamic process and that new knowledge becomes available as industry changes, innovations in technology become available, and the globalization forces become stronger; [and] that

the effectiveness of an individual in this world depends on the capacity to perceive this change and . . . their personal contribution to and in this society.”

“The mission specifies how Santa Monica College intends to accomplish its mission – by providing ‘open and affordable access to high quality associate degree and certificate of achievement programs.”

“The mission defines the broad domains for the outcome measures and indirectly states the institution’s intended population. These programs ‘prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning.’ Thus, successful careers, improvement in college-level skills (basic skills), transfer, and community education (foster a personal commitment to lifelong learning) are defined as domains for which this organization wants to be held accountable. Students who seek to improve their job skills, improve basic skills, have a goal of transferring to a four-year college, seek certificate program, etc. are defined as the intended population.”

“The mission acknowledges the institution’s intent to embrace diversity, encourage open exchange of ideas in a caring community of learners, and recognizes the importance of each individual’s contribution to the achievement of the College’s vision.”

Plan—IA.2 and IA.3

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

Description—IA.4

The culture of Santa Monica College is based on an idealistic, philosophical construct: that we change the lives of students through our programs and services. We tend to start with broad, global statements that reflect our core beliefs in our mission and in ourselves. We firmly believe that we make a difference. This deeply held belief is intrinsic to who we are; it is what drives us to innovate and take risks. On the other hand, this deep-rooted belief in ourselves and the success of what we do also makes us so certain that we have an impact that we don’t always take the necessary steps to document and provide empirical evidence of the efficacy of our programs and activities. It takes us longer to connect our ideals to specific activities that are measurable and that demonstrate our ability to deliver on the promises stated in our mission, and the more general tone of our mission reflects this.

During the last self-study, in response to the state budget and the College’s own internal budget crises, Santa Monica College was undergoing painful alterations that included reduction in

course offerings, elimination of several career technical education programs, and cuts in staff. Enrollment dropped from an all-time high (in terms of enrollment headcount) of 34,513 in Fall 2002 to 26,466 in Fall 2003. Until that time, California's Budget Act provided community colleges three years of stabilization funding to grow back to base, an assumption from which the difficult decisions to cut derived. Unfortunately, changes made in July 2003 to the Budget Act reduced the time period allowed for stabilization funding to one year. Thus, the College needed to recover approximately 6,000 FTES in 2004-2005.

The College embarked upon an ambitious recovery plan, but its goal to recover 6,000 FTES in one year proved unattainable. However, at the core, Santa Monica College is a community of believers in the impossible, those who know from experience that if you tilt at windmills long enough you will slay the giants. Despite some hard feelings engendered by the impacts of the cuts, the college community joined together to craft and implement multiple strategies to restore enrollment levels and increase retention. At the same time, in 2004-2005, the statewide decline in community college enrollment peaked, making recovery efforts even more challenging but perhaps providing greater impetus for development of creative strategies.

During the years it took for these strategies to prove effective, the College embarked on a risky budget plan of borrowing enrollment from successive summers to reach the base. Various hurdles emerged along the way, but the College's deep belief in its mission carried it over them, sometimes in unexpected ways. For example, in Spring 2006, the accreditation status of neighboring Compton College was pending determination, and it turned to Santa Monica College for help.

Notwithstanding the College's own problems of struggling with enrollment recovery and still emerging from a period of rancor and deep mistrust, the college community, led primarily by faculty and administration, demonstrated again an innate ability to trust in principles and beliefs that compel it to see beyond itself. When asked to help, the College could not stand by and watch a neighboring community college collapse, leaving its students abandoned. In a matter of weeks, Santa Monica College faculty and staff reviewed and approved equivalencies for Compton College's courses to ensure they met Santa Monica College's course standards. In addition, the Compton College offerings were supplemented with a small number of Santa Monica College courses and an array of professional development activities were developed for Compton College faculty. All of these activities occurred rapidly and in time to support Compton College's students through the summer session.

This was a labor of love and commitment for which Santa Monica College's only request in return was a guarantee that it would not lose money while the California Community Colleges Chancellor's Office sought a permanent solution for Compton College's dilemma. In the end, this act of faith, coupled with good planning and an ability to react quickly to changing external circumstances, helped Santa Monica College's enrollment recovery efforts. By remaining loyal to its mission, Santa Monica College not only addressed the immediate needs of students and faculty at Compton College but was able to help meet its own institutional needs and objectives with regard to FTES recovery and fiscal stabilization.

At the student, program, and institutional level, the mission is central to the College's planning process. Whether the College is discussing new programs and initiatives or collegewide efforts to improve student success, Santa Monica College's fundamental commitment to student success underlies all of these discussions and decisions.

Evaluation—IA.4

Santa Monica College's mission statement serves as the foundation for nearly all of the College's initial planning and decision-making discussions. This is particularly the case as the College pursues external funding through grants and contracts, especially considering that many of the College's most successful new programs and initiatives, such as the Welcome Center, begin as grant-funded projects.

Another area in which the College's mission statement is central to the choices it makes can be found in the strategic initiatives that emerged from the work of the Strategic Planning Task Force. Addressing basic skills has always been a part of the College's mission statement, but as the need for this level of instruction and support has increased, greater planning and resources have focused on improving the College's response. Both the Basic Skills Initiative (also known internally as the Student Success Initiative) and the Global Citizenship Initiative are broad-based, complementary efforts to meet growing needs and to ensure that these aspects of the College's mission statement are effectively addressed. It is worth noting that these take a collegewide approach in an effort to reach the entire college population as opposed to many other valued Santa Monica College programs that focus on providing support for specific subsets of the student population.

The Global Citizenship Initiative is grounded in the College's mission statement, which states that the College prepares students to "contribute to the global community." Inclusion of a separate budget line item to support activities recommended by the Global Council is direct evidence that the mission statement prompts planning and decision-making.

In the crafting of the most recent revisions to the Mission, Vision, Values and Goals, one of the supporting goals specifically identified to help the College achieve its mission is the creation of a Sustainable Physical Environment. While sustainability is incorporated into global citizenship through its inclusion in the Global Citizenship Associate in Arts degree requirement, it is even more broadly addressed through the many efforts made to incorporate sustainable practices such as recycling, water conservation, and LEED (Leadership in Energy and Environmental Design) certified buildings across campus. This is further evidence that the mission statement is at the core of decision-making on both a small and large scale.

Beginning with the Spring 2009 update to the *Master Plan for Education*, all institutional objectives for 2009-2010 are linked to the Institutional Learning Outcomes, which support the college mission statement. These linkages are now spelled out in the planning documents and reflect the College's effort to make planning and decision-making more transparent and to communicate the connection between the mission statement and specific actions.

External funding is often the catalyst that enables the development of new initiatives and programs. Although the College has several offices that have resource development as part of their responsibility, each engages in a review of the mission statement prior to pursuing new funding. As an example, the Grants Office works with proposal developers to ensure that each new proposal is aligned with one or more of the Institutional Learning Outcomes. The proposal planning team also assesses each project's relevance with regard to the College's strategic initiatives to determine if the project truly addresses a priority need. If a proposed project does not address an institutional priority, then it may be passed over in favor of another project that does.

A good example of this process occurred in Spring 2009 as the College planned for its next Title V, Developing Hispanic Serving Institutions grant project. This is one of the most coveted grants in the community college system because its purpose is to strengthen the institution in whatever manner the institution determines is most pressing. Although not funded in the recent biennial competition, the proposed grant activities revolved around a comprehensive development plan in which the College identified its strengths and weaknesses.

Given the flexible nature of this grant, there is a tendency to pursue grant funds to support special projects or pet initiatives. However, for this recent Title V project, the College's senior administration convened a team of faculty, staff and administrators to facilitate a discussion regarding the focus of this project. The mission statement, its corresponding Institutional Learning Outcomes, and the strategic initiatives identified in 2008 served as the starting point for this conversation. The team reviewed all documents and identified gaps in service delivery and resource allocation, focusing on those needs that were not currently being addressed in another area and did not already have financial support.

Identifying unfunded priorities is an important step in this process. One of the College's most pressing concerns is student performance in basic skills courses, and thus one might logically assume that the next Title V grant would focus on basic skills. However, the College is already receiving significant state support to address student success in basic skills. Therefore, in this planning process, the team looked at priorities that were not currently funded, specifically the development of a Faculty Teaching and Learning Center, which would address the College's Strategic Initiative to provide collegewide professional development and which is currently an unfunded institutional priority.

The recent planning for the next Title V project is not the only example of mission-based planning and decision-making at Santa Monica College. In fact, individuals, departments, and/or programs that pursue external funding through the Grants Office must complete a grant prospectus that asks how the project will help the College address its mission statement. This process ensures that the College only pursues funding that is in alignment with its mission statement and supportive of institutional priorities.

The mission also plays an integral role in the choices made by the College. The annual update to the *Master Plan for Education*, which is based on input received from constituencies and planning bodies, is prepared and approved by DPAC. The identified objectives link directly to

the supporting goals found in the Mission, Vision, Values and Goals statements with each area writing action plans that support those goals. The *Master Plan for Education* annual update describes the outcomes of each action plan thereby serving as documentation of the effectiveness of the plan. Each proposed objective is mapped to the Institutional Learning Outcomes and includes a narrative and the estimated budget implications and links to recommendations emanating from the program review process. Thus, the Mission, Vision, Values and Goals serve as the guiding principles of this and other planning processes.

Processes that fall under the purview of the Academic Senate all link to and support the mission statement. Even when the link is not so clearly indicated in the process itself, it is central to the dialogue that leads up to the recommendations made by the various committees. Known informally as the 10+1 List, these are processes for:

- curriculum, including establishment of prerequisites
- degree and certificate requirements
- grading policies
- educational program development
- standards or policies regarding student preparation and success
- college governance structures related to faculty roles
- faculty roles and involvement in the accreditation process
- policies for faculty professional development activities
- program review
- academic personnel matters
- institutional planning and budget development

It is sometimes difficult to maintain the mission as the polestar for decision-making when the process is one that relies on participatory governance, especially when budget issues are involved, due to the nature of roles played by the representatives of the participating groups. However, the College is making strides in requesting, if not requiring, that recommendations from all participatory governance bodies include some description linking the recommendation to the College's Mission, Vision, Values and Goals, the Institutional Learning Outcomes, and/or the Strategic Initiatives.

Overall, the Mission, Vision, Values and Goals serve as guiding principles in college decision-making. A significant example would be all the actions and decisions relating to the supporting goal of a sustainable physical environment by which the College not only demonstrates its commitment to the goal but also models choices and behavior. Beginning in 2007 when the newly opened Humanities and Social Sciences building attained a LEED silver certification, the College has made a commitment to attain LEED silver or higher certification for all new

buildings. Thus all buildings both currently being planned and in the future will be designed to meet LEED silver standards or higher. Other efforts include a 75,000 gallon rain catchment system in the new quad area; a multi-million dollar effort to increase energy efficiency, which includes the installation of a large solar panel; one of the highest solid waste diversions in the state; and a large-scale vermiculture recycling program that uses worms to convert food waste and cardboard into castings utilized on campus for fertilizer and pesticide. These are just a few of the efforts that demonstrate the long-term, large-scale commitment of the College to be an educational leader in sustainability.

The College recognizes the need to strengthen the links and connections between processes and decision-making to ensure the mission and student learning are prioritized in a way that is more clearly defined. To this end, the College has already begun developing a planning calendar/timetable, based upon planning documentation, that links budget with various planning processes, thus ensuring that recommendations made by different planning bodies move forward aligned with the budget planning process.

Plan—IA.4

None

I.B Improving Institutional Effectiveness

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

Introduction

Santa Monica College engages in many activities designed to support and improve student learning. Current leadership fosters a collaborative environment in which faculty and administrators routinely engage in dialogue and mutually agree upon plans that address institutional improvement. This environment, fairly uncommon among community colleges, encourages innovation and risk-taking and provides the degree of freedom and support needed for faculty and staff to pursue novel approaches. The result is that some plans may work while others may not, but the process itself creates a climate of constant reexamination and striving towards improvement.

While somewhat unconventional in structure, the College's process of evaluation is in fact aligned with the principles of formative evaluation processes that seek to improve programs and services. This relatively flexible method of assessing effectiveness works well within the college culture of innovation and ongoing change. If an approach is not achieving the expected results, it is adjusted and modified until it yields the desired outcome at the course, program and/or institutional level. This may result in a change in direction or a shift in priorities deemed appropriate at the time. The College is currently developing resources that will assist faculty, staff and program administrators to follow this quality-improvement process including, for example, workshops on designing effective assessment instruments to measure achievement of student and institutional learning outcomes and access to research reports. Development of these resources will expand institutional support for assessment.

Since the last accreditation review, Santa Monica College has made significant strides in better understanding the importance of a comprehensive and systematic approach to assessing institutional effectiveness at the course, program and institutional level. In response to this understanding, the College has increased its capacity to engage in a comprehensive, systematic review process. The last accreditation review, along with the imperative to establish student learning outcomes, served as the impetus for this change in perspective.

In 2005, Santa Monica College embarked on the process of developing student learning outcomes. One of the first activities was a session at the March 2005 Flex Day devoted to "Navigating Curriculum and Demystifying Student Learning Outcomes," which was designed to

engage the college community in a discussion of student learning outcomes. By June 2005, the Student Learning Outcomes Task Force had convened. Initially, the student learning outcomes process was not universally embraced, and some viewed it as yet another externally-imposed exercise of dubious value to the College. To increase understanding for the importance of developing student learning outcomes and to generate enthusiasm within the college community, the Academic Senate Joint Professional Development Committee, composed of faculty and administrators, initiated a collegewide awareness plan. Through a variety of training sessions, the Professional Development Committee engaged faculty, staff and administrators in conversations regarding student learning outcomes. The kick-off event occurred during the Fall 2005 Opening Day flex activities.

In an effort to shift the college climate, this event focused on student learning. Facilitators informed workshop participants that “collectively we will be taking an important first step designed to bring the college community together and ultimately promote student success.” Following these activities, throughout Fall 2005 and Spring 2006, the Student Learning Outcomes Task Force met with representatives from each academic department to aid in the development of course student learning outcomes.

Flex days continued to be a prime venue for continued collegewide discussion. In Fall 2006, the Opening Day session, “A Conversation about Student Learning Outcomes Experiences,” expanded student learning outcome development to include program level outcomes. At the Fall 2007 Opening Day, the college community focused on developing institutional learning outcomes via “Campuswide Institutional Goal Setting Workshops.” The four resulting institutional learning outcomes were developed through an iterative process characterized by dialogue across the college community. Subsequently, during the Spring 2008 Flex Day activities, follow-up sessions on the Institutional Learning Outcomes were presented and the dialogue continued through the Fall 2008 Opening Day, when the proposed Institutional Learning Outcomes were included in the discussion of the College’s Mission, Vision, Values and Goals.

Years of effort and activities undertaken to develop student learning outcomes, at the course, program and institutional levels have broadened the college community’s awareness of and engagement in the student learning outcomes development process. Student learning outcomes have been written for all courses, and the assessment phase has begun; although departments and programs are at various stages of the process, they are all engaged in the work and progressing in developing and implementing assessments. Institutional learning outcomes have been developed and are included in the Mission, Vision, Values and Goals, and other initiatives and planning activities are being mapped to the Institutional Learning Outcomes. The College is currently revisiting its program outcomes. Initially tied to each academic discipline, it has become clear that the definition of program outcomes is broad and also appropriate for administrative and support services, especially those that do not provide instruction or deliver direct services to students.

In general, the process of creating an assessment and outcomes-oriented culture at the College is one that invites thinking and rethinking and reflects extraordinary flexibility, risk-taking and regeneration. This continuing effort, spanning nearly four years, has resulted in varying levels of

knowledge and participation among faculty and staff; however, the evolution towards an assessment mindset continues.

With the development of student learning outcomes at the course, program and institutional levels, has come the understanding of the need for ongoing review, assessment and quality-improvement. This dialogue has expanded over the years to the point of having now become ingrained in institutional thinking. The degree to which each department has achieved understanding and implementation of the learning outcome review cycle varies. The best examples of understanding and integrating the process, not surprisingly, are found in mathematics and the sciences, which are inherently empirically-based disciplines. Similar examples exist in disciplines where students take a sequence of skills-building courses such as English as a Second Language. These programs created student learning outcomes early on. The mathematics and science programs share common assessment tools while ESL instructors utilize common rubrics to facilitate their assessments.

The Physical Sciences Department engages in ongoing assessment and revision to improve student learning. Through administering standard exams in most courses, they generate longitudinal data that inform their intensive review and analysis. They have developed a model timeline for student learning outcomes analysis, and their response to findings has been deemed exemplary by the Program Review Committee as witnessed by the following comments in 2008:

This was a model program review in terms of the level, depth, and breadth of self-reflection and responsiveness to the findings. The Physical Science department has divided each discipline (Chemistry, Physics, and Engineering) into subsets, each of which has a faculty leader. Full-time faculty are all fully engaged in an impressive array of constant and ongoing activities, self-evaluation, and assessment. Enormous efforts are made to engage and include part-time faculty and to ensure consistency among courses and outcomes.

The success of the departmental structure for continuing self-evaluation is evident in the depth of the ongoing assessment and subsequent revisions to the course and program student learning outcomes. Each program subset engages in stringent analysis of the assessments, asks tough questions of themselves, and is clearly open to making changes in teaching strategies, employment of technologies, and revising assessments. As a department, Physical Science really “gets” the student learning outcomes process and is committed to using it to improve their teaching and therefore student success.

As the College moves forward with its development of systematic and comprehensive learning outcome review processes, all areas will look to mirror the rigor and systematic outcomes assessment that characterizes the physical sciences courses in a manner that still allows each department to create its own template and structure.

The student learning outcomes development process is at the core of the College’s assessment process. Indeed, the Academic Senate joint committees and task forces require evidence of student learning outcomes in numerous processes. For example, the Academic Senate Joint

Curriculum Committee requires that student learning outcomes be included with every new course proposal, and the Program Review Committee expects to see evidence of student learning outcomes assessment and mapping to Institutional Learning Outcomes in each program's self-analysis. The Academic Senate Joint New Faculty Hires Ranking Committee requires that programs requesting new full-time faculty hires present evidence of student learning outcomes assessment and mapping to Institutional Learning Outcomes. Moreover, institutional learning outcomes are directly tied to each objective included in the annual update to the *Master Plan for Education*. Departments requesting increases in budget allocations must show compliance with the outcomes development process to have their request considered. In sum, compliance has been institutionalized across planning processes.

Currently, the ability of faculty to access, collect and meaningfully interpret data related to learning outcomes and achievement directly impacts their use of data in the assessment and program improvement process. Developing this capability is the cornerstone of the philosophy and approach to building stakeholder evaluation capacity and ensuring a culture of outcomes assessment appropriate to a learning organization. However, the College must overcome several barriers to achieve this goal and will proceed in stages as explained in the following response to Standard IB criteria.

There is general agreement that the College could do a better job of connecting processes. The challenge is doing that without suppressing the culture of risk-taking and innovation or causing a seismic shift away from the College's principles. The allocation of resources necessary to increase institutional research staff positions in the past six years demonstrates the College's commitment to institutional effectiveness and its understanding of the need for ongoing data collection and analysis to be used for continuous program and institutional improvement. However, the College also intends to move forward with its plans to develop and implement a more formalized assessment process that actively engages faculty, staff and administrators. The College is proceeding in a concerted and deliberate manner to make progress in this area.

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

Description—IB.1

Santa Monica College has a number of processes and venues that serve to maintain an ongoing dialogue focused primarily on improving student learning. This dialogue occurs both internally and externally to ensure that the entire college community has the opportunity to provide input and feedback regarding the overall direction and effectiveness of the College. Leadership from the Academic Senate and the Offices of Academic Affairs and Student Services spearhead the dialogue, meeting weekly to discuss topics related to student learning and institutional improvement. As described in the Introduction to Standard IB, the collaborative outcome of these discussions is the inclusion of sessions on institutional flex days specifically designed to elicit feedback from the larger college community on a variety of topics that impact institutional effectiveness and student learning.

Members of the college community meet to decide areas to be addressed, develop plans and engage in activities designed to solicit feedback and maximize collegewide participation. In addition, the Academic Senate joint committees lead college dialogue. For example, recent discussions within the Academic Senate Joint Curriculum Committee and approval of the global citizenship requirement demonstrate both the process and the outcome of student learning-centered dialogue. Another example is the full-time faculty peer evaluation form, recently revised and implemented to include a student learning outcomes-related question. The portion of the evaluation covering professionalism, to be completed by the department chair or designee, rates the faculty member on his/her participation “at the appropriate level in creation, assessment, and/or discussion of student learning outcomes.”

The global citizenship requirement is the result of long-running dialogue which led to incorporation of several burning issues into one comprehensive requirement that reflects the passions and commitment of the college community. As often seems to happen at Santa Monica College, change occurs as the result of seemingly unplanned synergy that merges issues across different planning bodies. In this instance, the discussions surrounding the mission statement, which resulted in the inclusion of global citizenship and sustainability, prompted the College to address the finding that the American Cultures Associate in Arts degree requirement was a primary impediment to increasing the number of Associate in Arts degrees awarded; in fact, too few classes had been approved to fulfill the requirement.

Initially, the dialogue centered on improving student success and improving student learning by ensuring that students were exposed to concepts the college community felt were vital for a well-rounded education in today’s world. At the same time, dialogue on sustainability and ecological literacy and global citizenship resulted in the College making a commitment to support global citizenship initiatives through allocation of budget resources. This resulted in a Global Citizenship Associate in Arts degree requirement that embraces American cultures, sustainability and service learning, providing students with many more options to meet the requirement.

The Academic Senate Joint Curriculum Committee is engaged in a similar process towards development of an interdisciplinary studies initiative. The discussions have led to significant dialogue, and research of similar programs in California and the nation has been conducted to help determine the content of the proposed new program. The outcome of the process is expected to prove as positive as that which led to the global citizenship requirement.

The Program Review Committee is another forum for identifying and addressing the needs of students, ensuring meaningful departmental self-evaluation, and reviewing and analyzing evidence of improvements in student learning. Likewise, the recently-formed Academic Senate Joint Student and Institutional Learning Outcomes Committee serves as a platform for dialogue, a resource for training, and a guide for monitoring the development, assessment and review of learning outcomes. This committee helps integrate and coordinate the work on learning outcomes of the Curriculum, Program Review, and Career Technical Education committees.

Wherever dialogue occurs, it is expanded to the wider college community by the Academic Senate Joint Professional Development Committee through its institutional flex activities

(referred to as Opening Day in fall and Flex Day in spring). This is the primary time when the full college community has an opportunity to join together for broad discussion. In recent years, the committee has shifted from a menu-driven format to one that is topic-driven, scheduling multiple concurrent workshops and activities devoted to a single topic and using homerooms to address such topics as communication and collegiality, learning outcomes development and assessment, strategic initiatives, the College's mission, and accreditation. All of these activities have included a mechanism for gathering input and providing feedback to participants after the information gathered has been aggregated.

An especially popular addition to these collegewide opening and flex day activities has been the presentations by former students who share their memorable experiences at Santa Monica College. These stories are always inspirational and set the tone for the homeroom discussions that follow. For example, one student described how, in the evenings, he studied for hours in the college cafeteria and how, during times of despair, the custodian would urge him not to give up. This story is a reminder that student learning and achievement are products of many experiences at the College, not only those that occur in the classroom.

The District Planning and Advisory Council (DPAC) acts as yet another catalyst for effective dialogue, particularly regarding budget and resource allocation. For example, in Fall 2007, there were many discussions regarding fiscal planning, and a variety of scenarios were postulated including that of borrowing summer FTES (Full-Time Equivalent Students); this resulted in the decision to maximize the College's funding base by going into stabilization with a detailed and realistic enrollment recovery plan. Such discussions underscore the vast improvement in collegial relations and the power of inclusive dialogue to bring the community together. Later events have proven the prescience of this decision as the College established a higher, and maintainable, base that is helping it weather the current budget instability and has achieved enrollment recovery beyond the base level, well ahead of the plan's timeline.

Dialogue can also occur within specific college community groups. For example, in 2005-2006, the Academic Senate engaged all faculty in a vigorous discussion of the pros and cons of plus/minus grading. The merits of retaining the current single-letter grade policy versus adding plus/minus to the grading system were researched and discussed by a task force and then presented to the full faculty through special forums. At the conclusion of the dialogue, all faculty, both part-time and full-time, were asked to vote to keep or to change the current grading policy. The majority voted to retain the current policy of issuing single letter grades without plus or minus qualifiers. As grading policy falls under the purview of the Academic Senate, only faculty participated in the discussions and the vote.

Dialogue with the external community is equally important to ensure that the College engages in activities that promote continual improvement in student learning and institutional processes. External dialogue occurs with a number of outside groups, especially those in business and industry, and other workforce development partners. Each of the College's career technical education programs (also known as occupational or vocational programs) has an industry-based advisory board that meets regularly to ensure that students graduate from the program possessing the skills necessary to address workforce needs. This dialogue is vital to the success of the

career technical education programs, as students' ability to obtain and retain employment upon completion is an essential outcome. Advisory board discussions lead to the identification of new workforce needs, changing skills sets, and other concerns that may foster course or program development.

Dialogue also takes place with local public schools, spearheaded primarily by the programs and offices that work directly with middle and high schools. For example, the Young Collegians program provides academically underprepared high school students the opportunity to experience college and encourages them to choose college as an educational goal. The success of the program depends, in part, on expanding the dialogue about student learning and working collaboratively and reflectively to improve the educational experience for, and outcomes of, the students in the program.

Santa Monica College has a deep connection to the local community, which has shown its support for the College and belief in its mission and student outcomes through its approval of three bond measures since 2004. Through various means, the College engages the local community in dialogue about institutional effectiveness. Two community groups that support the College—the General Advisory Board and the Santa Monica College Associates—provide regular opportunities for the community to learn about specific activities and programs and to provide feedback. Feedback is also provided through each of the three recent bond measures by a community-based, bond oversight committee.^{vi}

With a relatively small urban main campus and multiple satellite sites, most of which are contiguous to residential areas, the College is acutely aware of its impact on the local community and regularly engages in dialogue with individuals and neighborhood groups. The College works assiduously to ensure that commitment to its mission and institutional effectiveness is managed to have the least possible negative impact on the community. Mitigations (e.g., strategies to relieve traffic congestion) are frequently undertaken to maintain strong and positive relations with the community and the City of Santa Monica.

The many partnerships between the College, the City and the Santa Monica/Malibu Unified District testify to the success of ongoing dialogue related to institutional effectiveness. The city pool, located on the College's main campus, the shared use of the College's Corsair Field and the John Adams Middle School athletic field, and the proposed joint child care center and Early Childhood Education laboratory school at the Santa Monica Civic Center are just a few examples of collaboration with the understanding that institutional effectiveness and community effectiveness are interdependent.

The College completed its original *Comprehensive Facility Master Plan* in 1998, an effort which included gathering input from discussions taking place at more than 30 community meetings. All the projects in the original master plan are either completed or underway. Moreover, the College is currently updating the *Comprehensive Facility Master Plan*, a process that will include many opportunities for the local community and the college community to participate in planning and to provide input.

Many members of the college community participate in statewide and national organizations, which provide opportunities for broader dialogue that is brought back to the College and incorporated into local dialogue. While Santa Monica College is frequently viewed as an innovator to be imitated, ideas for innovative programs or strategies that improve student success also come from discussions held at the state or national level. Santa Monica College is happy to share its ideas for improving student learning or institutional effectiveness and is open to adopting successful practices of other institutions.

The success and impact of dialogue are felt across the College. The strategic initiatives developed by the Strategic Planning Task Force (described in Standard IA.2 and IA.3) and approved in 2008 were the direct result of broad-based discussion. The impact on student learning can already be seen in the development and support of the global citizenship activities and the creation of the Global Citizenship Associate in Arts degree requirement. The Institutional Learning Outcomes are the product of extensive dialogue, debate and discussion, as are the revised Mission, Vision, Values and Goal statements.

The Student Learning Outcomes dialogue occurred across the institution as the College deliberated how best to proceed. In the end, in keeping with the institutional culture, it was decided that a grassroots approach would be most effective, with each department/program/area developing its own course and program learning outcomes. Programs have always been dedicated to student success and engaged in assessment and review of practices, so beginning with course level student learning outcomes seemed natural. This led to development of program level student learning outcomes, culminating in institutional learning outcomes that reflected the College's Mission Vision, Values and Goals. The process fit the institutional culture and garnered broad-based support from members of the college community.

Student support services also play a role in student success and therefore are an integral part of the dialogue. Santa Monica College excels at developing and implementing innovative support services. These range from programs that support small or specific populations to broad-based programs that support all students.

The Welcome Center is an example of the latter that emerged from collaborative dialogue and enjoyed even greater success than anticipated. For many years, student services offices have been scattered across the main campus forcing students to travel back and forth across campus and around construction sites in search of information and services. As the College was developing strategies to restore enrollment after the 2003-2004 reductions, the concept of a one-stop shop for new students resulted in the creation of the Welcome Center, a single location where staff from every service necessary to complete enrollment in a single visit would be available. The serendipitous outcome was that counselors in the Welcome Center were able to immediately identify course selection deficiencies as soon as all sections of a course filled and communicate this information to the Office of Academic Affairs, which was able to add sections in a timely manner.

Convergent with the development of the Welcome Center was the College's implementation of a mandatory assessment policy and its response to the statewide Basic Skills Initiative. These

nearly simultaneous events provided counselors in the Welcome Center with the assessment data they needed to improve advisement services and a framework of appropriate courses in which to enroll students. The majority of course selection deficiencies identified during enrollment periods were in basic skills areas and having enough sections available was a key factor in supporting student success. Collaboration between the Offices of Student Services and Academic Affairs has traditionally been close at the College and proved to be a particular strength in responding to this newly-identified need. As soon as counselors realized sections of certain courses were filling rapidly in basic skills areas, they contacted the Office of Academic Affairs, and new sections were immediately added. Not only were students' needs met but departments were immediately aware of changes in student population, thus prompting adjustments in their longer-term curriculum planning and scheduling. This demonstrates the broad impact dialogue can have on improving institutional effectiveness, especially as it relates to student learning.

Focusing on environmental studies and the impact individuals have on the planet has been part of the academic program for many years through such changing programs and functions as the Environmental College, the Center for Environmental and Urban Studies, and the current Environmental Science and Environmental Studies Associate in Arts degrees. Recognizing that modeling and commitment have a positive impact on student learning, the College embarked on a number of activities which have increased sensitivity to environmental and sustainability issues at the College. One project that elicited dialogue and engaged members of the college community, including students, was the Environmental Audit, an effort that had its roots in the Environmental College and which was revisited in 2006. The resulting Environmental Audit document provided a baseline for the College in the areas of water usage, energy consumption, transportation, solid waste and recycling, purchasing, hazardous materials usage and disposal, food service, student engagement, and education. The document also resulted in a series of recommendations for improvement in each area, many of which have already been implemented or are serving as guidelines for future decision and policy-making.

At the same time the audit was conducted, the new Humanities and Social Sciences building was under construction. The College had already committed to establishing it as the first LEED (Leadership in Energy and Environmental Design) certified building on campus. The construction contract was also written to include the recycling of construction waste. The design of the new quad was also underway and included sustainable practices referenced in the Environmental Audit, and on-campus efforts to encourage recycling were increased. More recently, the Measure AA bond included infrastructure projects to improve the environmental impact of college operations such as the partnership with Chevron to install energy efficient lighting throughout the College and solar panels on the parking structures. All of these activities emerged from a dialogue that has helped institutionalize the values stated in the College's Mission Vision, Values and Goals.

While the College has engaged in ongoing dialogue regarding student learning and other evaluative activities that are programmatically based, there has been inconsistent staffing in the Office of Institutional Research, which has contributed to the practice of relying on individual and program-based evaluation and assessment. Given the resources that have recently been

allocated to support the research function, the dialogue over outcomes assessment and evaluation has expanded to include the Office of Institutional Research as a full partner in developing, shaping and framing of outcomes assessment, measures of effectiveness, and evaluation activities, which will allow the institution to integrate and better connect program-based evaluation with institutional efforts. This ongoing dialogue is instrumental in helping the entire campus community understand how data and research are used in the evaluation of student learning.

While the College is proud of the quality of its for-credit programs, comprehensive student services and the number of students who transfer, these are not the only subjects of institutional dialogue. Through internal discussions among faculty, staff and administrators as well as external dialogue with community-based organizations, the local municipalities, the local unified school district, business, industry and other workforce development partners and concerned citizens, the College has pursued initiatives beyond the traditional for-credit programming to ensure that it achieves its mission as the community's college. As a result, noncredit and workforce programs occupy a significant place in the overall commitment of the College to life-long student learning.

Described fully in Standard IIA, the largest and longest-running noncredit program at Santa Monica College is the Emeritus College, which provides lifelong learning to the senior adult population. Adhering to the highest quality of mandated and accepted standards, all Emeritus courses include student learning outcomes and are approved by the Curriculum Committee before they are submitted to the state for approval. An Emeritus College Executive Council provides input and recommendations on potential new curriculum and on the use of donations to improve the program. The Emeritus College has garnered loyal support from both its students, who have donated more than \$5 million to the program, and through the many partnerships and collaborations with other community groups and the City of Santa Monica.

Another noncredit area that is becoming increasingly significant is English as a Second Language (ESL). Previously a stand-alone program, the current noncredit ESL program is now a joint effort between Continuing and Community Education and the ESL Department, designed to serve the ever-changing language needs of the community. A full-time ESL Department faculty member oversees the noncredit ESL program, and the curriculum, revised in 2008, is coordinated and sequential between the noncredit and credit ESL programs. Consequently, students are better prepared to matriculate from noncredit to credit ESL and into the rest of the credit curriculum. This is yet another example of how changing circumstances built around ongoing dialogue between internal and external partners have resulted in a strengthened program.

The dialogue on student learning also encompasses Workforce Development. This is often the program through which the College first addresses emerging fields and local economic/workforce needs, primarily through industry-driven short-term training. A truly collaborative approach is taken as industry provides the content expertise and the College ensures that academic standards and student learning outcomes are appropriately addressed.

Workforce Development also works directly with local employers to provide training for their employees who need upgraded skill sets and professional development. An example of a particularly successful collaboration is the partnership with the Santa Monica Convention and Visitors Bureau, City of Santa Monica, and the local Chamber of Commerce, for whom the College provides diversity and customer service training to employees of different local hospitality businesses. Well over 1,000 local employees have been trained to date through the “I Am Santa Monica” program. This program is both responsive to local industry needs and serves to emphasize and support the College’s efforts to help students at all levels “learn to contribute to the global community as they develop an understanding of their personal relationship to the world’s social, cultural, political, economic, technological, and natural environments.”

Thus, structured dialogue regarding the improvement of student learning in workforce development and career technical education programs occurs at many levels as the credit and noncredit programs are often interrelated. The current governance and committee structure ensures ongoing collegial dialogue through the Academic Senate Joint Career Technical Education and Curriculum committees. In addition, career technical program advisory boards and other community groups provide a more focused discussion on student learning in relation to industry-driven skill sets, emerging fields and local economic/workforce needs.

Evaluation—IB.1

There is an inherent tension in higher education generated by the need for consistency, outcomes, accountability, and assessment to demonstrate effectiveness, and differing perceptions of what and how the principles of academic freedom apply. Dialogue and process are the means by which Santa Monica College addresses these issues. Santa Monica College faculty not only embrace dialogue but are the catalyst and drivers of the dialogue. There is always at least one pressing issue under discussion, and the number of committees and task forces created attest to the ongoing desire for and engagement in dialogue.

The breadth and depth of dialogue regarding student learning and institutional processes has improved significantly since the last accreditation self-study. This is largely due to the improved climate and stronger sense of collegiality and a greater understanding that the entire college community contributes to the success of its students and the college mission. New committees, task forces and work groups that focus on student learning include Basic Skills, Interdisciplinary Studies, Student and Institutional Learning Outcomes, and Global Citizenship. Dialogue often inspires formation of a task force or work group that leads, in turn, to the establishment of a more formal or standing committee.

The dialogue surrounding student learning outcomes is an example of such formalization. It began in Fall 2005, initiated by the Student Learning Outcomes Task Force and the flex day programs planned by the Professional Development Committee, and has been ongoing ever since. Recognizing the need for a more permanent structure, the Academic Senate created the Joint Student and Institutional Learning Outcomes Committee. Since Fall 2008, the committee has worked with the Office of Institutional Research to develop training modules in the

assessment of student learning outcomes and to serve as liaison to the Curriculum and Program Review committees to ensure consistency among learning outcomes, assessment and review.

Since the last accreditation, every Academic Senate joint committee has re-evaluated its purpose, scope, and function, and, as appropriate, has integrated student learning outcome processes. For example, the Curriculum Committee requires all new course proposals to include student learning outcomes and assessments. The Program Review Committee has revised its guidelines for programs to include multiple questions that address student learning outcomes. The Environmental Affairs Committee addresses the Institutional Learning Outcome that states students will “assume responsibility for their own impact on the earth by living a sustainable and ethical lifestyle.” As the DPAC planning subcommittees regularly review their charge, members are reminded that student learning must be at the core of all discussions and recommendations. Each DPAC planning subcommittee’s list of charges includes a commitment to student learning that states the planning subcommittee will “support the goal to infuse student learning outcomes throughout Santa Monica College.”

Santa Monica College embraces dialogue and demands that it take place. Although it is time-consuming, the college community expects a commitment to dialogue and that members from all college community groups, various user groups and affected parties are included at some level.

The College has experienced firsthand the impact of circumventing dialogue. In 2003-2004, at the time of the previous self-study, the College’s budget was not sufficient to weather the state fiscal crisis. With virtually no budget reserve and insufficient time for in-depth discussion, the College took the painful step of limiting enrollment and cutting some programs and staff. The reverberations across the college community were immediate and resulted in tension and rancor among the various groups that comprise the college community.

However, through the efforts of the many members of the college community, dialogue and collaboration have improved significantly. In fact, relations between faculty and the administration have evolved to the point that recently the Academic Senate proposed the Women’s College and the Environmental College (see the Standard IB.3 Description for additional details about these programs) be sunsetted and that their charges be reassigned to a broader interdisciplinary studies effort. These actions were the direct result of improved relations among college community groups. Sufficient time was allowed for the dialogue to take place; as a result, it was clear to all that these actions were the result of careful evaluation, that the institution could effectively support these initiatives and populations in other ways, and that student learning would not be negatively impacted. The Academic Senate Interdisciplinary Studies Task Force was established, and as a result of the dialogue that occurred, two significant decisions were made. First, the College established the initial Global Citizenship Task Force and appointed faculty and staff to it. Secondly, the College invested financial resources to create the position of Project Manager of Sustainability. Both of these developments map directly to the Institutional Learning Outcomes and Institutional Strategic Initiatives.

Given the discontent among members of the various college community groups apparent during the last accreditation visit, the current relationship between the Academic Senate and the college

administration is exemplary and testifies to a deep institutional commitment to self-reflection, self-improvement, and student learning that typifies all that we do. Academic Senate leaders meet weekly with the vice presidents of Academic Affairs and Student Affairs. The discussions have resulted in collaboration on flex day activities and the utilization of formalized routing forms to track agreed-to changes to Administrative Regulations and the ensuing recommendations and policies.

To inform dialogue, evaluation and decision-making—all with an eye to improving student learning—the College collects a wide range of data from the institutional level to the course and instructor level. For example, departments receive The Instructional Management System (TIMS) report every semester. These reports, now available electronically, provide detailed student enrollment, success, and retention data by course, instructor, and department and are used to inform course scheduling and identify potential instructional issues for which intervention strategies may be needed.

In addition, enrollment data are gathered and presented in a variety of formats. Every semester, Academic Affairs provides each of the instructional departments with reports that identify the courses with the highest and lowest enrollments, courses with the largest enrollments, and all of the cancelled sections (primarily due to low enrollment). These reports identify trends and influence curriculum planning and scheduling. Course offerings reflect trends as well. For example, several years ago, business and computing courses were the most popular as reflected by the enrollments. Although enrollment in these disciplines remains solid, the current trend has shifted to liberal arts and science courses.

An example of how these reports affect planning is the increase in the number of Student Success Seminar (Counseling 20) course sections offered. Originally conceived as a vehicle for providing information and strategies for improving student success, the course content includes study skills, orientation to the College, an introduction to available services and support, time management, and strategies for being a successful student. Santa Monica College was among the first institutions in the state to offer such a course. Initially only a few sections were scheduled. However, development of this course was particularly timely when considered as part of the broader implications of combined mandatory assessment, significant increase of students testing into basic skills courses, and creation of the Welcome Center. It soon became apparent that enrollment in the Student Success Seminar could be of significant help to basic skills students in particular. By Fall 2008, the Student Success Seminar was the second largest offering, second only to Freshman Reading and Composition (English 1). This is an example of using output/need data to inform decision-making in an effort to increase the likelihood of student success.

The College regularly reviews and analyzes changes in demographics to accurately identify possible changes in need. One of the most significant demographic changes to occur in the past six years is an increase in the enrollment of Hispanic students. Since 1998, Hispanic students have comprised more than 25 percent of the College's for-credit student population, giving the College eligibility to pursue federal designation as a Hispanic Serving Institution, which has enabled the College to pursue federal grants set aside for Hispanic Serving Institutions.

Recognition of this milestone also provided the College with the data it needed to develop even stronger programs for Hispanic students. Similarly, more than 50 percent of the College's credit headcount are students from demographically diverse populations making the College eligible for some federal grants as a minority serving institution.

Another outcome of changes in demographic data is the development of the Basic Skills Initiative. The evolution of the Basic Skills Initiative is an example of the convergence of demographic changes and commitment to broad-based improvement in student success and institutional effectiveness. Small-scale support efforts for students needing basic skills had been incorporated into several specialized programs designed to meet the needs of academically underprepared students. The College, however, was not satisfied with these efforts alone and chose to reach out to all students who needed support and to develop services and strategies that could be supported more broadly. Fortunately, the College has been able to utilize both federal and state funding to implement these initiatives as the vision of scope has grown larger than the College alone could have realistically supported.

There is clearly a desire to better demonstrate the value and impact of efforts to improve student success, analyze and interpret the specifics driving any change, and inform decision-making. Many program faculty and staff have not been trained to formulate research questions and define parameters of data collection. This factor, coupled with the lack of sufficient research staff to support the many varied requests have inhibited progress in appropriate assessment activities. Providing comprehensive assessment support such as training in the use of data requires adequate staffing and collaboration between the Offices of Institutional Research and Management Information Systems. Although discernible progress has been made in developing a more self-service oriented system for accessing basic data, the demands on both areas are high. However, the College recognizes and supports the development and implementation of assessment and evaluation processes through staff training and increased availability of standardized reports related to student learning outcomes.

Programs that effectively incorporate data into assessment and evaluation are typically specialized, generally categorically-funded, and serve a narrowly-defined population. These programs have been given (by their funding sources) or have developed their own evaluation tools to respond to funding agency requirements for accountability. Continuously-funded programs (e.g., Extended Opportunity Programs and Services) or mandated programs (e.g., Disabled Students Programs and Services) are regulated by the state and federal government, with strictly-defined parameters for reporting.

Student and support services programs have found documenting their impact on student learning more difficult than the academic programs. While testimonials and anecdotal evidence abound and the College captures these in a variety of ways, it is neither systematic nor consistent in doing so. Students share their stories with faculty and staff, and employers and receiving institutions also share with us the experiences they have had with our graduates. Likewise, friends and neighbors communicate the impact Santa Monica College has had on their lives and/or the lives of their loved ones. Through these stories, the college community feels validated and invigorated and strengthens its resolve to improve student learning and success.

Capturing the impact and influence of Santa Monica College's programs and services has been a challenge. The College conspicuously demonstrates a fundamental belief in the value of student services by the depth and breadth of programs and staff, which are among the best-qualified in the nation. More problematic, however, is identifying which services have the most value and the greatest impact and whether a particular result is specific to a certain group or demographic. However, the Office of Institutional Research recently completed a triad of research studies conducted that revealed the College's student support services are having a significant effect on student persistence, grade point average and social integration (see Standard IIB, Evaluation).

The Counseling Department has also initiated a strategy to better track and quantify the relationship between service and success in the form of a computerized counseling appointment system that enables tracking of every student seen individually and the types of activities taking place during each visit. This is a significant first step in collecting data that, when aggregated with other information, will help the institution analyze the impact of student services and influence its decision-making.

The College recognizes that data alone do not serve members of the college community. Data need to be imbued with relevance within the context of the institutional culture. In cooperation with faculty and staff, the Office of Institutional Research plays a substantive support role in creating meaning for the institution. By supporting a culture of systematic inquiry that incorporates both qualitative and quantitative approaches, the College expects to strengthen its commitment to ongoing systematic assessment, resulting in improved programs and services.

An example of an area that would benefit from more effective use of existing data is the program review process. Programs, primarily instructional, have general student achievement data available to them, which they are expected to use in the program review self-evaluation process. However, many programs require training in data analysis and interpretation. Weekly workshops conducted by the Office of Institutional Research have begun and plans to increase access to training in the use of data are expected to improve the program self-evaluation process.

Plan—IB.1

- The 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 to achieve sustainable and continuous quality and 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.
- 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.2 *The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.*

Description—IB.2

The institutional goals are clearly expressed in the College’s Mission, Vision, Values and Goals. The College has identified four Institutional Learning Outcomes and five Supporting Goals that are consistent with its mission statement. The Institutional Learning Outcomes and Supporting Goals are the result of collegewide dialogue: the Supporting Goals were developed by the Strategic Planning Task Force, and the development of the Institutional Learning Outcomes was spearheaded by the Student Learning Outcomes Task Force (which later evolved into the Academic Senate Joint Student and Institutional Learning Outcomes Committee. Both the Strategic Initiatives and the Institutional Learning Outcomes are meant to be long-term and serve as inclusive statements that drive the development of objectives included in the annual update to the *Master Plan for Education*.

The annual update to the *Master Plan for Education* is developed through a collaborative and participatory process and is the primary document for communicating college progress and effectiveness in supporting the institutional goals. Input used for setting the annual objectives is provided by the Board of Trustees (from its annual Goals and Priorities), administrative units, the DPAC planning subcommittees (through their recommendations to DPAC), the Program Review annual report, the *Comprehensive Facility Master Plan* annual update, *Technology Master Plan* annual update, and members of the college community. All input to the *Master Plan for Education* annual update is reviewed by DPAC. Thus, the annual preparation of the *Master Plan for Education* update requires broad discussion, ensuring more widespread understanding of and commitment to the goals. Further, the DPAC structure requires wide collaboration.

The Supporting Goals form the framework within which each annual objective is placed. This has been the structure of the *Master Plan for Education* annual update for a number of years. Now that the Institutional Learning Outcomes have been established, each objective is also mapped to at least one of them, demonstrating the College’s commitment to strengthening the linkages between planning processes and to integrating and imbedding goals and processes throughout the institution. Further illustration of the College’s efforts to link processes and planning is the new requirement to include narrative description of the budget impact, if any, of each proposed objective.

As noted previously in this document, the entire college community participated in developing the College’s Institutional Learning Outcomes and the Supporting Goals. The Supporting Goals outline how each area of the College will achieve the Institutional Learning Outcomes and included input from Academic Affairs, Student Services, Fiscal Services, and Facilities and from the various groups that comprise the college community. As the Supporting Goals were developed, each group had the opportunity to provide input, suggest changes, and state

specifically how it intended to help achieve the Institutional Learning Outcomes. This level of involvement helps ensure broad-based understanding of the institution's goals.

Acknowledging that there may be individuals who chose not to or were unable to participate in the process that led to the development of these goals (e.g., part-time faculty and staff), the College's planning bodies, specifically the Academic Senate Joint Professional Development Committee, have included discussion of the Institutional Learning Outcomes and the Supporting Goals in nearly every institutional flex day program since work on them began. In addition, instructional and student support departments regularly discuss these goals during departmental meetings, particularly when developing their program level student learning outcomes, which must be mapped to the Institutional Learning Outcomes. The cycle proposed by the Student and Institutional Learning Outcomes Committee directs programs and departments to assess one Institutional Learning Outcome per year.

Given the numerous opportunities to become informed about Institutional Learning Outcomes and to comment on their relevance to the mission of the College, the majority of members of the college community should, by now, be aware of the institution's goals. The same may be said of the processes for implementing the College's Institutional Learning Outcomes and Supporting Goals. The college community develops annual objectives that are linked to the Institutional Learning Outcomes and Supporting Goals. These objectives are included in the annual update of the *Master Plan for Education*. All administrative areas and the programs/departments under them are expected to meet to discuss and review area goals and to prioritize their actions for the coming year. These actions become the objectives for the *Master Plan of Education* annual update. The administrative units must achieve consensus on these action plans as they will be required to report to the Board of Trustees the progress made in achieving these objectives. If they are unable to complete an objective, they must indicate the reason. This level and degree of accountability demands that objectives are developed with careful, deliberative and thoughtful discussion.

The College identifies its goals as the Institutional Learning Outcomes and Supporting Goals previously described. These are long-term comprehensive visionary goals that are not necessarily measurable as formulated. Instead, they were written holistically, with the expectation that they would remain relevant to the College's mission for many years to come. However, the College recognizes the need for measurable goals and objectives, and the annual update of the *Master Plan for Education* incorporates measurable objectives.

Evaluation—IB.2

The process that the institution uses to develop its long-term, comprehensive goals and annual objectives is inclusive of the entire college community. These goals and objectives are the result of consensus-building efforts that ensure that the entire college community is committed to the path the College is following. Through the objectives, each member of the college community has a role in moving the College forward, thus ensuring support and commitment for future progress.

The goals identified by the College serve as guiding principles for improvement of institutional effectiveness. As written, the College's goals are fairly broad and overarching. The *Master Plan for Education* annual update identifies the specific objectives for the following year along with the administrative area(s) responsible for completing each objective. In addition to setting out the objectives for the next academic year, the *Master Plan for Education* annual update includes a response regarding the achievement of the previous year's objectives. Should the administrative area responsible decide upon an alternative activity to the one stated in an objective, the report will indicate the reasons for the change as well as the outcome.

Beginning with the 2009-2010 update, every objective is mapped to at least one Institutional Learning Outcome, creating further visible linkage between planning and implementation and evidence of the institutional commitment to achieving identified goals. As a public document, the *Master Plan for Education* annual update communicates the College's accountability and future activities broadly and beyond the immediate—and sometimes differing—desires of members of the college community.

Since the last self-study, the budget-planning process has been revised to include and facilitate greater input through the DPAC Budget Planning Subcommittee. Recommendations from various college bodies that have budget implications are forwarded to the Budget Planning Subcommittee for consideration. All recommendations that emerge from DPAC planning subcommittees are reviewed by DPAC and, if approved, are forwarded to the Superintendent/President, who responds to each recommendation. Those that have a budget implication are then included in the budget-planning process.

DPAC is an evolved structure that has been functioning for several years and that is beginning its first self-evaluation process. Included in the evaluation process are a review of each planning subcommittee's function, the alignment of the timeline for each process (to ensure timelines among planning subcommittees integrate appropriately to inform decision-making, especially budget-planning), and the effectiveness of each committee in providing the information needed for DPAC to make informed recommendations.

An example of recommendations from other college bodies that are included in planning is the Academic Senate Joint Program Review Committee's annual report. The report includes executive summaries, which may contain recommendations for institutional support for a particular program or area. More importantly, the program review process generates an annual list of overarching issues that surface through the review process and that impact more than one program. These are reviewed by DPAC, which may choose to act upon them by including them in the *Master Plan for Education* annual update. Those with budget implications may be referred to the DPAC Budget Planning Subcommittee. Others of an operational nature are referred to the appropriate administrative area. The inclusion of overarching issues in the annual Program Review report has been formalized since the last self-evaluation and has proven to be an effective means of identifying concerns that might not otherwise have surfaced through the normal committee and planning processes. Not all overarching issues are addressed each year, and some may be listed for several years before a recommendation of support is made.

Santa Monica College implements its Institutional Learning Outcomes and Supporting Goals through the objectives identified in its *Master Plan for Education* annual update. Generally, the College successfully completes all or nearly all of its annual objectives. This success rate demonstrates the College's ability to implement its goals and objectives. Some notable accomplishments include the following:

- In 2004-2005, Objective 12 was established to initiate an institution-wide dialogue about student learning outcomes and processes to facilitate student learning at the course, program and degree levels and to define and begin implementation of course level student learning outcomes. In Fall 2004, the Academic Senate President and the Superintendent/President convened a group of faculty leaders and the vice presidents of the Offices of Academic Affairs and Student Affairs to set goals and establish guidelines to meet this objective. Agreeing to use Alverno College's *Student Learning: A Central Focus for Institutions of Higher Education*^{vii} as a framework for discussion, the group decided to focus on two key committees to discuss and develop student learning outcomes: the Academic Senate Joint Curriculum Committee and the Department Chairs Committee. In Spring 2005, members of the Curriculum Committee attended a conference on student learning outcomes and facilitated two workshops for faculty and others. Moreover, the committee established the requirement that new course proposals must include at least two student learning outcomes. The Academic Senate Joint Program Review Committee also participated by requiring that instructional departments undergoing review submit evidence of student learning outcomes and mapping to Institutional Learning Outcomes as part of their self-analysis.
- In 2005-2006, Objective 14 built on the previous objective by continuing the transformation of individual courses to incorporate student learning outcomes and begin the process of defining student learning outcomes at the program and institutional levels. In Fall 2005, the Academic Senate formed the Student Learning Outcomes Task Force to act as a clearinghouse and resource for faculty members and departments developing their student learning outcomes, to educate the college community about student learning outcomes (including their assessment), and to begin the task of establishing the College's Institutional Learning Outcomes. This group trained representatives from every academic department and discipline to lead their colleagues in developing and revising course level student learning outcomes.
- In 2006-2007, Objective 9, to use point-of-service surveys to measure student learning outcomes for all student services areas, and Objective 10, to begin assessment of student learning outcomes for the student support areas of the College, built upon the work of the previous two years. Currently, more than 90 percent of the student services programs have student learning outcomes and a majority of the programs are assessing those outcomes.
- In 2007-2008, Objective 3 was to develop institutional learning outcomes and incorporate them into the revision of the College's Mission, Vision, Values and Goals. The Fall 2007 Flex Day activities gathered collegewide input on "student take-aways" to be used to

develop the Institutional Learning Outcomes. The Student Learning Outcome Task Force compiled the results and made four recommendations, which were approved by the Academic Senate, DPAC, and the Superintendent/President and were presented to the Board of Trustees in November 2007. The College's revised Mission, Vision, Values and Goals document features the four Institutional Learning Outcomes, along with five Supporting Goals and provides a framework to ensure that the annual institutional objectives address the achievement of one or more of its Institutional Learning Outcomes.

- In 2007-2008, Objective 18 was to increase services for distance learning and online counseling. In response, the College increased distance learning enrollment from 18,000 in 2006-2007 to more than 20,000 in 2007-2008. This increase helped the College meet its supporting goal to “continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community,” by specifically addressing the needs of students who are time-constrained and/or place-bound. To support this increase, the College provided 24/7 support through the online helpdesk (provided through eCollege, the online course management system used by the College) as well as online counseling services.
- In 2007-2008, Objective 11 was to develop and implement a comprehensive, web-based student early alert program to identify and assist students who are underprepared academically and to return them to successful standing by providing essential follow-up activities. In response, the College revised and updated its existing system to facilitate the identification of underprepared students at any point throughout the semester. This new system, used by faculty and counselors, helps the College achieve its supporting goal of “fostering a supportive learning environment.”
- In 2008-2009, Objective 6 was to infuse the ideas of global citizenship throughout the curriculum and expand the number of courses that satisfy the Global Citizenship Associate in Arts degree requirement through the Academic Senate Joint Curriculum Committee approval process. The Global Citizenship requirement has been in effect since Fall 2008. It broadened the prior American Cultures requirement to include Ecological Literacy, Global Studies, Service Learning and Study Abroad, and supports the fourth Institutional Learning Outcome, which states that “through their experiences at Santa Monica College students will take responsibility for their own impact on the earth by living a sustainable and ethical life style.” More than 30 courses have been identified through the existing curriculum process as meeting the Global Citizenship requirement (see Standard IIA for a list of the courses identified as meeting the requirement).

These are just a few examples of how effectively the College supports its goals by achieving its annual objectives. Additional examples are available in the summary reports included in the annual updates of the *Master Plan for Education*.^{viii}

Santa Monica College has historically relied more on anecdotal evidence and qualitative data and less on quantitative data to measure effectiveness. This has proven successful, as evidenced by

the recognition for excellence that the College has received and is compatible with the institutional culture of innovation and risk-taking. However, there is increasing awareness across the College that more quantitative measures are necessary to provide the most accurate and detailed information on which to base sound planning and decision-making.

In addition, the College tends to be output-oriented rather than outcome-oriented. That is, the majority of the objectives identified in the *Master Plan for Education* annual update are process-focused in that they identify a specific action that must be taken. Once the College accomplishes the activity, the objective is considered to have been met. For example, Objective 37 for 2007-2008 was to complete the feasibility study for converting college electrical systems to solar power and to consider the results in future planning. This objective is in line with the College's supporting goal to "develop a sustainable physical environment by applying sustainable practices to maintain and enhance the College's facilities and infrastructure." It is measurable in that, once the feasibility study has been completed, the objective has been met.

However, the objective lacks a description of the impact of its completion. Questions such as why it is important for the College to conduct a feasibility study for converting its electrical systems to solar power, what the College expects to achieve by completing the task, and what will change as a result of achieving this objective, are left unanswered. The College hopes to achieve:

- a ten percent increase over the previous year in the use of sustainable practices;
- a decrease of five percent over the 2005-2006 baseline year in the College's carbon footprint; and
- a decrease from the previous year of \$20,000 in the amount spent on electricity.

By focusing on outcome-oriented objectives, the College will be better-equipped to develop measurable objectives. With measurable objectives, the College will be positioned to more accurately assess the true impact of its activities.

The College is undoubtedly successful in achieving its goals. For example, Santa Monica College:

- consistently ranks among the top transfer-institutions in the state, transferring the greatest number of students to the University of California, Los Angeles of any other educational institution in the country;
- has one of the largest international education programs in the country, with over 2,900 students, ranking in the top ten of community colleges;
- has completed (or is in the construction process for) all the facilities projects listed in the 1998 *Comprehensive Facility Master Plan*, many of which have won awards for outstanding design (e.g., Science Complex, Library, Bundy site, Theatre Arts, Quad, Performing Arts Center);

- has responded to new and emerging technologies by creating curriculum in areas such as logistics and photovoltaics;
- boasts a Small Business Development Center that achieved top center status last year through its efforts to support its clients, raise revenue and ensure that it is addressing the economic needs of this region;
- includes faculty and staff who frequently receive state and national accolades for their skills, expertise and contributions.

In addition to these accomplishments, positive feedback from students (who continue to enroll in increasing numbers), parents (who encourage their high school students to concurrently enroll), the community (which has supported three bond measures since 2004 and donates time and money to the College), all attest to the quality of services provided by the College. This level of support would not exist if the College did not meet its goals, deliver high-quality instruction, and maintain exceptional services.

However, because the College currently relies on process-oriented objectives and outputs as well as qualitative measures to assess its effectiveness, it is not able to state quantitatively the impact that it has had on members of the college community. Implementation of both outputs and outcomes coupled with both qualitative and quantitative assessment strategies will significantly expand and enhance the College's ability to achieve its overarching goals.

Plan—IB.2

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

Description—IB.3

Santa Monica College follows the practice of ongoing planning. In keeping with the culture of innovation, planning takes place continually throughout the College. In fact, the consultant who facilitated the work of the Strategic Planning Task Force remarked on the depth and breadth of “random acts of planning” at the College and suggested that the college community should exploit this strength.

An institution of creative thinkers and innovators creates its own informal structure for developing, implementing and assessing institutional effectiveness and meeting goals. The

willingness to take risks often includes following an unconventional approach. While “random acts of planning” at Santa Monica College frequently result in successes to be proud of, once continuation is ensured, innovators turn their attention to the next new idea. The College, while strong in planning and implementation, is less successful in completing the cycle with comprehensive evaluation and re-evaluation. Instead, the College tends to move in arcs, at times leaving a new program at the apex of the arc without providing the necessary support to complete its full implementation through evaluation.

This trend can be beneficial in that these programs either continue until there is universal acknowledgement that they are no longer beneficial, or, if they have faded, may be revisited and incorporated into a new and stronger program. An example of the latter is the current effort to create an interdisciplinary degree. This is a similar concept to one created many years ago, the Center for the Humanities, which was envisioned as an interdisciplinary grouping of courses and faculty in a physical space. While the new interdisciplinary degree will not occupy a physical location, the revitalization of the concept demonstrates that constantly searching for ways to improve institutional effectiveness may include reformulating an earlier idea.

Another illustration is the former Environmental College (truly an idea before its time) conceived as sections of identified courses in which environmental topics would be the vehicle for conveying the content. For example, an identified Freshman Reading and Composition (English 1) section might use environmentally-focused literature as the basis for the course. This aggregation of courses hung in the arc for a long time until sustainability gained traction and grant opportunities led to the development of the Center for Environmental and Urban Studies, a new sustainability program, and inclusion in the interdisciplinary degree. These newer programs have a stronger structure than the Environmental College and have been institutionalized as a result the general public’s greater awareness of and commitment to environmental sustainability. However, it is unlikely that the new programs would have emerged as quickly or garnered such strong support had the College not had previous experience in this area with the Environmental College. The former Women’s College is another program which hung in the arc for some time, losing traction, but which has been reinvigorated by its inclusion in the new interdisciplinary offerings.

Identifying needs is part of most discussions that takes place at the College. The dialogue generally continues for some time as many ideas are considered and discarded. Once a project or strategy reaches the planning stage, planners have already determined the best approach, assume it will be not only successful but continued. Once success is evident, the planners are ready to move on to addressing the next need. To some extent, state systems and structures contribute to this pattern through seesawing funding cycles, budget reductions, and the constant stream of new grant opportunities, which foster swings in planning cycles as the College continues to search for funding sources to maintain and improve institutional effectiveness. However, the College recognizes the need for maintaining a balance between its innovation and openness to new ideas, which result in program improvements, and the need to complete the evaluation cycle to document effective practices and ensure that these become institutionalized.

While in theory this ensures wide support, the reality is that during times when the budget is threatened, new initiatives and special programs tend to be the first targeted for reduction or discontinuance by various members of the college community. This is not necessarily unwelcome as it is a catalyst for discussion and evaluation of program quality and impact and often results in strengthened programs that continue to receive support.

Since the last accreditation review, one planning process in particular—full-time faculty hiring—has evolved to become more collaborative and effective. The process includes consideration of the budget, budget projections, the number of vacated faculty positions and data-supported enrollment trends, all of which are reviewed to establish the maximum number of new full-time faculty hires possible. Departments submit new hire requests using a template that asks for specific supporting documentation. A committee composed of faculty (appointed by the Academic Senate) and academic administrators follows previously-agreed upon guidelines and measures as they evaluate each request and create a list that prioritizes the top requests (by discipline), which is then forwarded to the Superintendent/President for final approval. Salaries and benefits account for approximately 85 percent of the college budget, and most salaries are governed by contractual negotiations, with faculty accounting for the greatest percentage. This process begins with budget-planning and is one of the closest links between planning and allocation of resources.

Overall, the linking of planning and budgeting at the micro level is effective but is less so at the macro level. The budget reflects the College's commitment to its goals, and the budget-planning process, though not systematic, includes input from all the planning processes. The bulk of the budget rolls over from year to year and increases or decreases according to external factors. The large percentage of the budget allocated for salaries and benefits reflects the importance the College places on its faculty and staff and recognizes that people and their commitment to the institution ensure the success of programs and make Santa Monica College the excellent institution that it is. After maintaining existing commitments and obligations, there is little discretionary funding left to allocate. Of significance is the inclusion, beginning in 2007-2008, of a designated reserve of \$200,000 for three years to support the Global Education Initiative, an initiative supported by the entire college community, evidence that the College plans for and supports its Mission, Vision, Values and Goals.

Because available discretionary funds in the regular college budget are limited and variable, the more deliberative and complete processes are most evident in categorically-funded projects and programs. Even in years of strong funding, few funds are available for new efforts, so categorical sources are the first that planners look to when considering new initiatives. Categorical sources require deliberative and measurable accountability before multi-year funding is continued, so grant-funded programs typically include effective practices and measures. However, the College recognizes the need to include greater assessment and evaluation of all its programs and processes and has begun looking to the effective practices included in categorical requirements to better inform measures of institutional effectiveness.

Effective planning also requires the use of institutional data. The College uses indirect measures of student learning, or achievement measures, to identify institutional priorities and assess its

progress toward meeting institutional effectiveness measures. For example, the College regularly reviews and responds to the measures set forth in the Accountability Reporting for Community Colleges, the Basic Skills Initiative baseline data, and the Vocational and Technical Education Act Core Measures. Such indirect measures of student learning provide insight about areas in need of improvement. For example, in examining results of the above-mentioned measures, performance in the areas of basic skills and career and technical education was found to be less than desired. As a result, the Strategic Planning Task Force developed two initiatives that address these areas. These two initiatives were accepted by the Board, and resources to strengthen these areas have been allocated. Categorical funds (including those from the Basic Skills Initiative and various career technical education grant-funded projects) are sought and used to support important initiatives.

Evaluation—IB.3

In an institution that encourages innovative thinking, ideas for new approaches, strategies and programs percolate upward from all areas of the College. This further encourages all members of the college community to assume ownership of the process, implementation and results. Most strategies and programs are developed based on a perceived need, and funding is often first sought through grants, which in turn encourages a clear articulation of the need. Thus, the College is particularly strong in the areas of creative thinking and problem-solving, articulating needs, and proposing strategies and programs to meet those needs. However, the planning process needs to go beyond articulating needs and developing response strategies. Instead, the identified needs should be effectively linked to activities and outcomes and the assessment/evaluation process more thoroughly addressed as an integral part of pre-planning rather than post-implementation. In fact, assessment/evaluation/research outcomes need to be framed at the beginning of project planning to obtain the most valuable information and data. Historically, the Office of Institutional Research has been expected to provide the necessary support and data after the fact, without having had the necessary input regarding how the outcomes are framed or the data collected.

Santa Monica College is a process-oriented institution that has historically relied on effective practices to determine new directions and programs. While this has resulted in a number of successful endeavors, it rarely includes an implementation process with adequate pre-planning or the development of an assessment plan that incorporates effective measures of outcome. The College tends to embrace promising ideas, implement them, celebrate success and then look backward to document the success.

One way this is being addressed is through the establishment of stronger connections between the Institutional Research functions and resources to program development and implementation efforts. In this way, outcomes assessment and systematic evaluation are addressed up front and connected to institutionally-based processes already in place.

To ensure that decision-making is broad-based and effective, data need to be generated that provide information at the student, course, program/department and institutional level. Each level requires the user to understand the parameters of the data provided and their possible

interpretation. Despite the broad need for training in the effective use of data, a number of faculty are already highly proficient and would prefer a work order approach to getting data (i.e., submission of highly specific requests). Ideally, this would be possible, but to serve the needs of the wider college community, the Office of Institutional Research has concentrated on providing a series of self-service solutions and a series of standardized reports. The office provides training on research methods, data collection and interpretation, and use of results. Additionally, it offers training in developing high-quality, assessable outcomes statements, systematic inquiry, and the cyclical assessment processes.

Broad institutional data are available on the Institutional Research website including college reports (e.g., equal opportunity survey results, transfer, program completion and graduation reports, and persistence reports), enrollment reports, and grade distribution. These reports are accessible to anyone through the College's website and are invaluable to departments and programs preparing their program review reports and for use in grant applications.

Other reports that are regularly generated and used by academic departments in decision-making include:

- **The Instructional Management System (TIMS)** report, which provides grade distribution, retention, and success rates by course and for each faculty member.
- **High Enrollment Classes**, produced at census, which lists every class with enrollments greater than or equal to the assigned maximum class size.
- **Low Enrollment Classes**, produced at census, which lists every class with fewer than 18 students or less than 50 percent of assigned maximum class size.
- **Highest Enrollment**, which lists courses with the largest enrollment across all disciplines.

These reports are produced every semester and used by the Office of Academic Affairs and the instructional programs to plan the class schedules, maximizing classroom usage to meet current student need.

Data presented in a user-friendly format that accurately reflects the points being addressed are crucial to planning and evaluation processes. The presentation of data and their meaning can influence interpretation and decision-making. There has been a tendency for college reports to be presented in a basic printout format, and consideration needs to be given to enhancing format, presentation, and specific aggregations of data to render reports more comprehensible to users. In addition, training in the appropriate application and interpretation of the reports will enhance their utility. The first step in this process has been completed: The Instructional Management System (TIMS) report is now provided electronically to the college community.

The level of data available for decision-making has been limited. However, a more formalized structure for capturing and analyzing data is under development, which, when completed, will

help ensure that requests by departments for specific data for use in evaluating learning outcomes are met and data are made available to aid in decision-making processes.

Historically, the College has produced many standardized reports that have provided information used for decision-making. However, most reports are not available in electronic form and cannot be queried by individual faculty or staff members. There is a commitment to establish a regular timeline and to prioritize the reports made available in these formats. Until recently, the Office of Information Technology has directed its efforts to the Oracle upgrade/portal technology implementation. In the interim, the Office of Institutional Research has created a series of reports as PDF files and posted them on the College's research website.^{ix} It is expected that reports such as grade distribution, successful course completion rates, retention rates, faculty workload, enrollment demographics by program, and full-time equivalent students by courses and programs, will be among the first reports and databases to become accessible through web-based architecture. This will allow members of the college community to regularly query and examine programmatic information, thus facilitating program improvement and effectiveness.

The strengthened Office of Institutional Research intends to play a substantive and meaningful role in assisting the institution, faculty and staff in understanding assessment processes, identifying and defining key measures for reports and databases, and facilitating the use of assessment results to achieve programmatic and institutional improvements. Previous staffing inconsistencies in the research area have resulted in the College's program staff designing their own surveys and attempting to gather relevant data. While varying levels of ability among departments to construct appropriate measures may, at times, have led to some questionable interpretations or assumptions, this desire for data and ways to assess program effectiveness demonstrates a broad-based institutional commitment to evaluation aimed at program improvement.

Qualitative data that emerged after the 2003-2004 budget reductions proved to be an unexpected catalyst for change and were eventually supported by quantitative assessment data. One impact of the 2003-2004 reductions was the larger than usual percentage of new students who enrolled as the College began re-growing. Along with the dramatic growth in numbers of new students came the realization that many were in need of basic skills preparation. Corroborating results emerged while, under a directive by the then-Superintendent/President, the College was already in the process of implementing mandatory skills assessment for all new students. Assessment testing validated the initial observations. These results emerged at nearly the same time as the implementation of the statewide Basic Skills Initiative in 2004-2005, and the subsequent statewide movement toward mandatory assessment—a convergence exemplifying how the College often recognizes and addresses trends early on.

Evaluation activities that assess the degree to which the College's evaluation and planning processes are effective across the institution are needed. For example, the College has expended tremendous effort creating a culture of learning and an infrastructure for the development and assessment of student learning outcomes and institutional learning outcomes. When initially developed, these processes existed with little or no assessment of the quality of the proposed outcome statements, measures of assessment, or assessment plans. Thus, a key development

area is a systematic approach to assessing processes to answer questions about how effective the institution has been in developing capacity among program staff to execute a student learning agenda; what system allows the College to do so; and how effective the program review process is for the participants.

Indirect measures of student learning, or achievement measures, are used to identify institutional priorities and assess progress toward meeting institutional effectiveness measures. The College regularly reviews and responds to the measures set forth in the Accountability Reporting for Community Colleges, the Basic Skills Initiative baseline data, and the Vocational and Technical Education Act Core Measures. These indirect measures of student learning provide insight about areas in need of strengthening. For example, in examining performance in the areas of basic skills and career technical education, it was discovered that the College does not perform as well as it would like in critical areas of student success such as course and program completion. As a result, these two areas have been prioritized through the strategic initiatives developed by the Strategic Planning Task Force and approved by DPAC and the Board of Trustees in 2007. Because these are also statewide-supported initiatives, categorical funds administered through the California Community Colleges Chancellor's Office support both basic skills and career technical programs. These serve as additional examples of identification of college needs that reflect broader statewide needs and the College's ability to avail itself of funding opportunities.

The Office of Institutional Research has produced a series of rubrics designed to ensure that the College moves toward continuous quality improvement regarding development of student learning outcomes at the course, program and institutional levels and their assessments. These rubrics include those for assessing:

- the quality of outcome statements developed by programs and units at each level of assessment;
- the quality of a program or unit's assessment plan; and
- the authentic engagement or overall quality of a program or unit's implementation of outcomes assessment.

These rubrics are being discussed institutionally as a mechanism for achieving continuous quality improvement that is systematic and grounded in utilization-focused evaluation theory. Given the College's decentralized approach to outcomes assessment, the rubrics will be critical to ensuring the same standards of quality exist across the institution.

In its role as the primary participatory structure, DPAC is developing more formalized tools to ensure that all constituencies not only understand and know what to expect through participation in its processes but also to help the college community understand the connection between processes. For example, maps and diagrams of the governance structure and how planning between the DPAC planning subcommittees and other bodies connects and flows have been developed (see Standard IVA). This led to recognition that, for planning to flow smoothly, a master planning calendar needed to be created to ensure all recommending bodies understood

how and when their recommendations would be considered. It has taken some time for DPAC and the various recommending bodies to recognize that accepting recommendations in isolation or outside the larger context (e.g., budget implications) hampers planning in the long-run. The 2009-2010 objectives for the *Master Plan for Education* annual update, which are an outgrowth of recommendations from various committees, now include a budget narrative and references to program review, if appropriate. Thus, the college planning processes are moving toward a more comprehensive and transparent structure that will enable members of the college community to better understand the College's planning processes.

Plan—IB.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.
- The College will integrate assessment and evaluation into the process for planning, developing and implementing new programs from their inception.
- 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.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allows necessary resources, and leads to improvement of institutional effectiveness.

Description—IB.4

The planning processes used to identify Santa Monica College's Mission, Vision, Values and Goals are similar to the planning process utilized on an annual basis to identify college needs and concerns and subsequent objectives and activities. As shown in Figure IB-1, DPAC is central to the College's planning processes, but it relies on input from many different groups in making its recommendations to the Superintendent/President. In addition, there is substantial overlap among the College's various planning subcommittees, which ensures the participation of all constituencies.

The college community has ample opportunity to participate at all levels. In accordance with the Brown Act, all Academic Senate joint committee and DPAC planning subcommittee meetings are open to the public. In addition, DPAC planning subcommittees include representatives from all college constituencies including students, and any member of the college community may participate. In some instances, individuals are appointed or elected to serve on a particular committee; in other instances, individuals volunteer to serve.

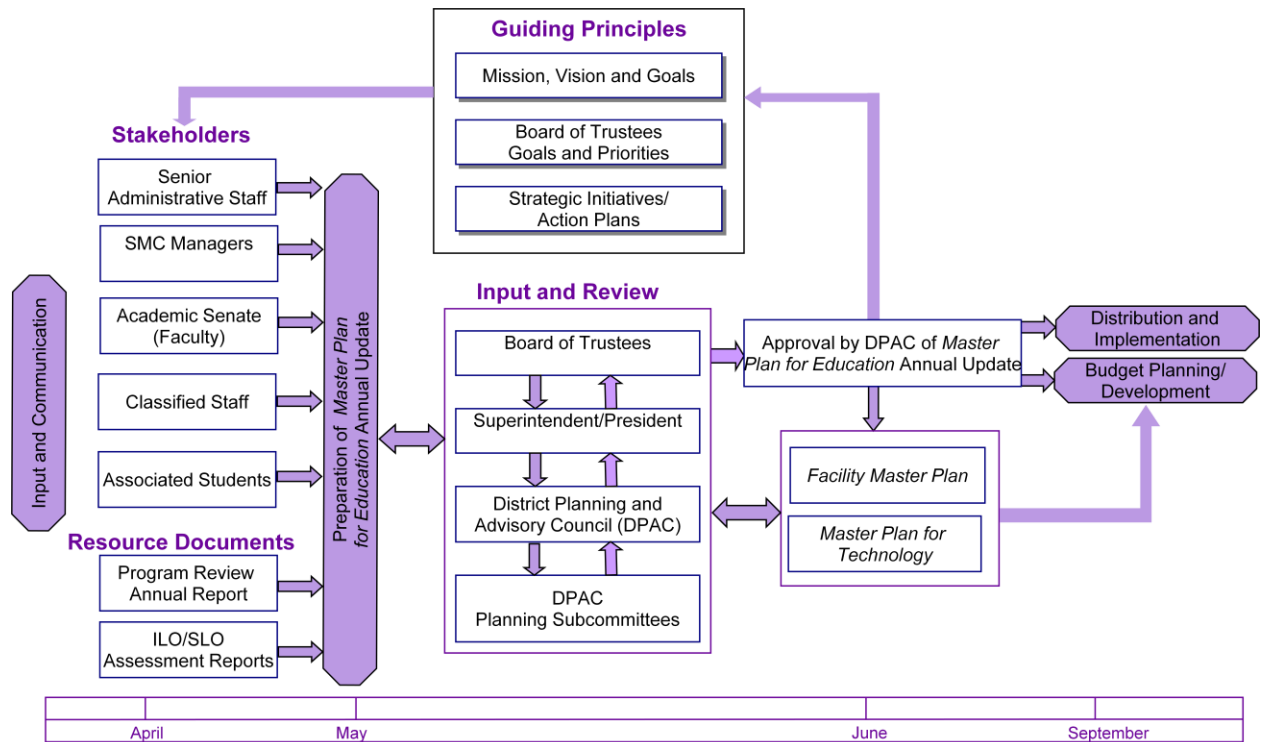


Figure IB-1: Master Plan for Education Annual Update Process

The College’s planning process, as outlined above, includes representation from the entire college community; indeed, each committee has minimum membership requirements. Moreover, through the activities of these committees, specifically those of the Professional Development Committee related to Opening Day and Institutional Flex Day, the entire college community has the opportunity to participate.

Broad involvement is critically important to the College, as evidenced by the strife the college community experienced at the time of the last accreditation review. In creating DPAC, the College recognized that whatever the process, transparency in planning, decision-making, and resource allocation was imperative. The most effective method for achieving transparency was to develop a structure that mandated participation by all of the College’s primary constituencies, in particular faculty, classified staff, administrators and students. DPAC was developed with the expectation that it should include two members from each of the groups that comprise the college community. In addition, each of the five DPAC planning subcommittees has formal membership requirements to include faculty, staff, students and administrators.

Furthermore, the Academic Senate joint committees are responsible for promoting an inclusive process that guarantees broad involvement. Each of the joint committees must include one administrator for every two faculty members; typically, there are three administrators and six faculty members on these committees. Due to time constraints, classified staff are not required to sit on Academic Senate joint committees, but they are welcome to attend, with prior approval

from their supervisors. In addition, interested students are invited to attend most committee meetings. The college initiatives, *ad hoc* forums designed to address current issues, fall outside of both DPAC and the Academic Senate joint committees. At this time, there are two district committees: the Basic Skills Initiative and the Global Council, both of which include faculty, administrators, classified staff and students.

Committee membership changes each year, allowing every member of the college community the opportunity to participate. The Superintendent/President, through the vice presidents, assigns the administrators whose assignments are rotated every year or two. The Academic Senate President collaborates with committee chairs to recruit faculty, including those recently hired, each year. The Academic Senate assigns faculty to the committees, while classified staff are assigned by the leadership of the classified employees' bargaining organization (California School Employees Association (CSEA), Chapter 36). The Dean, Student Life collaborates with the Associated Students leadership to recruit students to participate on these committees. As mentioned in Standard IA, the Associated Students now offers stipends to students who participate on committees. This incentive has resulted in consistent attendance and active participation on the part of the student representatives. This commitment to collegewide participation and broad-based representation helps ensure that all concerns and points of view are heard.

While it is sometimes tempting to maintain the same committee membership year after year, and to some extent desirable for consistency, continuity, and historical sense, doing so would decrease the likelihood of broad-based involvement and increase the risk of committees losing touch with the wider college community. Therefore, it is expected that, each year, committee membership will change to some degree. Some classified staff have voiced concern over the lack of opportunity to participate on committees, stating that some individuals who volunteer to participate are not selected by the CSEA leadership. Moreover, committee chairs who have attempted to recruit classified staff to their committees have been informed by CSEA leadership that they may not do so without CSEA approval.

During the most difficult days of the 2002-2003 budget crisis, with only a short time in which to act, the lack of full participation in college discussions left many believing that the culture of engagement had been repudiated in the decision-making process to reduce the budget. At that time, the College had a reserve of less than \$1 million and hard choices were made to maintain financial stability. While it is unlikely that broad-based dialogue would have changed the outcome, the absence of dialogue, together with the sense that the budget process was not transparent and therefore not credible, fomented most of the antagonism that permeated the college community during the last self-study.

Now, six years later, even though the College again faces significant budget problems, the culture and attitudes across the college community are markedly different. While the College faces a structural operating deficit, as of June 30, 2009, it has rebuilt the reserve to over \$19 million (including designated reserves), giving the College the time needed to engage in broad-based dialogue and deliberate decision-making. The process is still certain to entail hard choices, especially with 85 percent of the general fund budget consumed by salaries and benefits, leaving

little room to maneuver. However, the budget process is perceived to be far more transparent than it was six years ago with few questioning the veracity of the figures, which are made available to all. This enormous improvement is attributable to the creation and work of DPAC (especially its Budget Planning Subcommittee), the meaningful participation of the entire campus community, and the tireless efforts of the administration and Fiscal Services staff to disseminate and clearly communicate budget updates and developments.

Even with the clearly defined Mission, Vision, Values and Goals statements—statements to which the College is thoroughly committed—budget and resources significantly impact the setting of priorities and decision-making. Faced with the latest budget crisis, in November 2008, the Academic Senate recommended that a budget summit meeting be held before the end of the semester. In lieu of a summit, the Superintendent/President convened a special meeting of DPAC and directed the group to develop recommendations for a budget plan that would include a reserve of at least \$15 million at the end of the fiscal year and, as mentioned above, the College has achieved that goal with a reserve exceeding \$19 million as June 30, 2009. Prior to the meeting, the Superintendent/President sent a memo to the college community in which he outlined an interim plan that listed six areas for expenditure reductions, and indicated that, as of that time and at present, no layoffs were being considered. These assurances allowed for calm and rational deliberation, unlike that which had taken place in 2003-2004, when the reserve was minimal and cuts had to be made quickly.

Although the college community recognizes the severity of the current budget situation and understands that the College is still in a mode of deficit-spending, it is not a simple problem for the DPAC Budget Planning Subcommittee to develop and recommend strategies designed to help the College bring income and spending in line. All meetings of the DPAC Budget Planning Subcommittee and other related groups fall under the Brown Act, which can sometimes hamper genuinely open dialogue and hinder compromise. While individual representatives may acknowledge broader needs and issues, the open forum places pressure on them to maintain a constituency-based position where less public discussions might lead to more willing compromise.

There are never enough resources to support all of the plans, needs or innovations proposed by the College's faculty, staff, students and community partners. Therefore, the College continually develops strategies for securing alternative sources of support. While many are inclined to define resource development as the acquisition of additional cash to support college programs and services, it is, in fact, much more than that. Resource development includes:

- grant development (local, state, and federal/public and private);
- private contributions (individual and organizational);
- endowment building (restricted and unrestricted);
- product and material donations including technology;
- volunteerism;
- in-kind services;

- state and federal legislatively-approved appropriations;
- fee-based services;
- shared resources including co-located services; and
- community partnerships.

This broadened definition of resource development recognizes that many goals can be accomplished without additional cash by building partnerships with other groups, both internally and externally, and by capitalizing on their individual strengths to the benefit of all.

Due to the complexity of the College's resource development efforts, no single office oversees all of these initiatives; indeed, the institution's effectiveness would be reduced if this were the case. The best fund-raising and friend-raising occurs at the program level through staff contact with interested contributors. Thus, many of the resources listed above, specifically volunteers, in-kind services, donations and shared resources, are generated by program staff as they connect with their community partners. The career technical education advisory boards are ideal for generating much of this valuable support. Local support of this type is essential as the College pursues larger cash contributions through grants or private gifts. An example of the partnerships between advisory boards and college programs is a successful grant application submitted by the Nursing Program. Aided by the active support of its advisory board, the Nursing Program secured funding through a new federal program entitled the Community Based Job Training Program. Santa Monica College was one of just 70 programs funded through this program across the state.

In addition, the College has formal entities assigned responsibility for specific functions regarding resource development. These include:

- **The Grants Office**, which oversees grant development and management (both pre- and post-award functions);
- **The Office of Workforce and Economic Development**, which develops and implements contract education and fee-based training, generating revenue through local business and industry;
- **The Santa Monica College Foundation**, which solicits private contributions from individuals and organizations in support of annual giving, planned giving, endowment building, special events and capital needs;
- **The Santa Monica College Associates and General Advisory Board**, college support groups which focus on community building and friend raising; and
- **The Governmental Relations Office**, which oversees institutional relationships with local, regional and national government offices.

Each of these offices successfully engages in activities that support the College's Mission, Vision, Values and Goals and strategic planning initiatives. (See Evaluation IB.4 below for a detailed description of these functions.)

Evaluation—IB.4

Throughout this narrative, the College has demonstrated the results of its implemented plans, from the small to the large and from the “must do” to the “wouldn't it be nice.” One of its most significant results is the creation of an environment that is collegial, supportive, and committed to moving forward in a positive manner. It was essential that the College create this environment through a planning process built on transparency, inclusiveness, and open and honest communication. It is the College's greatest achievement in the last six years, and as a result of this success, the institution has been able to move forward collaboratively on proposals and innovations that have resulted in additional accomplishments for the betterment of students, programs, and the greater college community.

A transparent, institution-wide planning process has raised awareness among the college community of the direct connection between planning and resource allocation. While developing annual objectives and action plans is a pleasant task, prioritizing objectives and activities, a necessary step due to the College's perennially insufficient resources, can be problematic. Despite the fact that the College has faced economic uncertainty for most of this accreditation period, representatives from the college community remain reluctant to make difficult decisions between funding pay increases and funding services needed to support student success. Indeed, the problem is complex and multifaceted.

However, progress is being made. The DPAC Budget Planning Subcommittee was recently directed to identify potential cost savings to respond to the College's operating deficit and the growing statewide budget crisis. This required the committee to prioritize competing concerns and interests. Input was solicited from the various members of the college community represented and the committee worked as a whole to develop a working list of potential budget reduction recommendations that were reasonable in scope and resulted in meaningful cost savings.

In addition, the annual update to the *Master Plan for Education* is used as a tool for allocating resources; however, there exists disparity between the timeline for developing the budget and the timeline for completing the *Master Plan*. In the past, the budget was often finalized prior to the completion of the *Master Plan*, making it difficult to modify the traditional resource allocation plan if a pressing need appears within the *Master Plan*. This is being addressed through DPAC and the Budget Planning Subcommittee to ensure that the College is allocating resources where they are most needed, especially during periods of budgetary shortfalls.

Since the last accreditation, the College has experienced several periods of economic downturn, which have prevented new initiatives from receiving the needed support. Thus, the College has turned to its resource development offices to identify alternative sources of support. One area of particular success has been in acquiring local, state and federal grant monies. The College's

Grants Office, established less than 15 years ago, has raised millions of dollars in support of college initiatives. Noteworthy awards include four Title III (Strengthening Institutions)/Title V (Developing Hispanic Serving Institutions) grants from the US Department of Education. These institution-wide grants are designed to strengthen the institution and may be used to support whatever the college community deems most essential based on a comprehensive review of institutional needs and weaknesses. Many institutions, including Santa Monica College, are now tying the focus of these grants to the results of the accreditation process. The College has received four of these grants over the past 10 years, for nearly \$8 million, demonstrating its ability to provide quality programs and services and attesting to its reputation for excellence at the national level.

In addition, the Office of Workforce Development has been successful in securing grant monies as well as in procuring fee-based contracts and services. Over the past 10 years, this office has received numerous grants and contracts, at a value of nearly \$5 million. Of equal importance, the Office of Workforce Development forms close relationships with business and industry and produces training packages that serve as building blocks for future degree and certificate offerings, examples of which include emerging programs in logistics and green technology. The College offers contract training and not-for-credit coursework in both areas and has collaborated with instructional faculty to develop for-credit degree and certificate options, including transfer track possibilities. The development of career pathways ensures that the College addresses the needs of employers and current and future employees. The relationships developed often yield additional resources, including cash, which enable the College to pursue new and/or enhanced initiatives, otherwise not possible.

Private fundraising has also proven successful over the years. While the Santa Monica College Foundation oversees the process, its staff work closely with program staff to solicit funds as close to the source as possible. A shining example of the success of this strategy has been the Emeritus College. The Emeritus College has long been effective at fundraising, largely from within its own student population, to support the program. Because Emeritus College classes are noncredit, students do not pay fees and many of the students donate the amount they would have paid as an expression of their satisfaction with course offerings and positive interactions with staff. Over the years the Emeritus College has raised several million dollars in donations and endowments, which have helped to furnish and equip the recently-purchased new building that houses the program.

The Eli and Edythe Broad gift of \$10 million to establish an endowment to support programming at the Broad Stage is yet another example of successful fundraising. The Broad Stage was developed with support from the local community and Santa Monica College alumni, among them, actor Dustin Hoffman. As the College does not have the resources necessary to operate a world-class performing arts center, especially under the current statewide economic crisis, the Eli and Edythe Broad endowment will enable the College to maintain it for the benefit of students and the local community for many years to come.

The Santa Monica College Foundation raises restricted and unrestricted funds to support college programs and faculty in a number of ways that enhance student learning. To date, the

Foundation has solicited earmarked endowments that support nine faculty Chairs of Excellence, a unique program which awards a \$15,000 stipend over three years to an individual faculty member to pursue excellence in his/her field with the goal of improving student success. Currently, there are Chairs of Excellence in the following areas: art, business, earth science, life science, music, nursing, performing arts, philosophy and social science, and physical science. The Foundation also utilizes its unrestricted funding from the annual giving President's Circle to distribute Margin of Excellence awards. These are mini-grants of up to \$5,000 that faculty or programs can request to enhance teaching and learning (e.g., equipment or other forms of programmatic support not covered by the College's budget). Direct impact on or involvement with students is a top priority. For example, in 2008, 19 awards totaling \$75,000 were awarded to support a variety of projects such as osteometric devices (used for measuring bones) for Earth Science, skull replicas and an electrocardiogram machine for Life Science, a sound system for Dance, fitness equipment for Kinesiology, and a microdermabrasion machine (used for facials) for Cosmetology. Finally, in addition to managing donations and endowments for specific college programs, the Foundation manages and distributes nearly 500 student scholarships every year. The amount of the scholarships varies depending on the income generated by the various endowments, but even in the recent low income-generating years, the annual total amount of scholarships awarded to students has averaged around \$350,000.

The Office of Governmental Relations also plays a key role in identifying alternative sources of support, specifically with regard to generating community support for three successful bond measures since 2004. In addition, this office helps to ensure that the College's relationship with the local municipalities is of mutual benefit, which has been particularly important as the College has expanded its physical size and requested additional services from both the cities of Santa Monica and Los Angeles. An example of this includes the acquisition of the Bundy site and the development of infrastructure to support additional students at that facility. By working with the cities, the College has been able to generate additional public dollars to support increased capacity at this site.

Finally, the Santa Monica College Associates and General Advisory Board build bridges with the local community, engaging local residents in campus activities and inviting them to become active members in the college environment. Specifically, the Santa Monica College Associates raise funds for faculty-led initiatives including the Distinguished Lectures Series. This friend-raising arm has helped to expand the impact of college services to non-traditional student groups and widen the College's resource base.

Each of these resource development initiatives works together with the College's various planning functions to identify and address the best strategies for securing resources for unfunded projects. In doing so, they are essential participants in the planning and resource allocation processes.

Plan—IB.4

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

Description—IB.5

Santa Monica College provides members of the college community and outside parties with information documenting the College's effectiveness including data reported to both federal and state agencies, Integrated Postsecondary Education Data System, California's Accountability Reporting in the Community Colleges, The Instructional Management System, and the State's Basic Skills Initiative. In addition, to address internal needs, the Office of Institutional Research posts evaluative data on its website, including data on student enrollment by department, demographics, and student achievement.^x

However, documenting assessment results via quantitative data is only one way in which the College affirms and communicates quality assurance. The College also tells its story through a more qualitative assessment of its effectiveness. Qualitative data collected by the College include student success stories; faculty and program awards and updates; fundraising accomplishments; business and industry satisfaction regarding the quality of college services; and testimonials of student satisfaction.

In addition, many of the College's programs collect a variety of assessment data unique to their programs to document program effectiveness. This is particularly true of programs that are categorically or grant-funded by external sources. These programs collect standard usage and attendance data as well as student achievement data, disaggregated by student demography, including race/ethnicity, gender, socio-economic status, first-time college student, and enrollment status. Many of these programs engage in affective studies to determine the impact of their efforts on student achievement. In nearly all cases, this includes a survey of student satisfaction, self-report data regarding attitude and behavioral changes, and information regarding intent. In many cases, these data are used to make program improvements thus increasing effectiveness for the next cohort of students.

Besides the numerous reports and information disseminated to internal constituencies, the College is unique in providing a significant amount of information to external constituencies. The College's outstanding marketing efforts are rooted in communicating institutional effectiveness. In fact, the College has done a remarkable job of communicating its many successes.

Santa Monica College engages in an aggressive marketing campaign that highlights institutional effectiveness in achieving its mission and serving its various constituencies, including students, staff and faculty, business and industry, other educational partners, local and regional government and donors. Probably the single most conspicuous fact that communicates institutional quality and effectiveness is the College's consistently high transfer student numbers, which attests to its dedication to maintaining and improving effectiveness and the success of its many programs and services aimed at student success.

The College has initiated one of its most aggressive efforts to achieve recognition as the most successful transfer institution in the state. Through an active, multi-year initiative targeting local/regional media, the College has solidified its place as the top transfer institution in the state. These efforts have not only highlighted the College's success in this area but have yielded increased enrollment, particularly among students who are traditionally underrepresented in higher education, and generated increased revenue related to grants and categorical funding. A commitment to disseminating the same message to many sources has helped the College achieve its goals at the student and institutional level. However, this is not the only means by which the College displays its effectiveness.

First and foremost, the College uses traditional media outlets to communicate accomplishments. The College has several offices that contribute to the flow of communication both externally and internally:

- **The Office of Public Information** is responsible for all press releases that detail institutional success of all kinds. In addition, its award-winning, online internal publication, *Missed Information*, highlights the accomplishments of the College's faculty, staff and students.^{xi}
- **The Speaker's Bureau** provides insightful and entertaining presentations on a broad variety of subjects. Santa Monica College faculty and staff make themselves available to speak at community venues on wide variety of topics.
- **The Office of Community Relations** supports community organizations (internal and external) and serves as the liaison and public representative of the College, ensuring that the community is aware of the College's many programs and accomplishments.
- **The Marketing Department** produces and coordinates all other media efforts to tell our story, and many of its strategies such as the innovative bus transit campaign "Any Line, Any Time," have been imitated by other institutions.

The importance of these efforts is not always appreciated by all members of the college community, especially during times of financial stress when the cost of these activities may seem excessive to some. However, the offices mentioned above perform an invaluable service to the College by making the institution's excellence known to the wider community.

One popular media outlet is the College's public broadcast radio station, KCRW, for which Santa Monica College has always held the license. Nationally recognized as one of the premier public radio stations, KCRW has a vast and loyal following and today ranks as one of the most important public radio stations in the country. Many of KCRW programmers are local, and the station symbolizes the creativity and artistry representative of the local community. A showcase for its home town of Santa Monica and Santa Monica College, the quality of the programming, combined with multiple daily mentions of the College, provides another venue for communicating the effectiveness of the institution to a wider audience.

Despite the current trend toward communication through technology, print remains a viable medium. For more than 20 years, the College has annually published *The Santa Monica Review*, a critically-acclaimed literary review. *The Standard*, an informal state-of-education report, which covers both Santa Monica College and the Santa Monica/Malibu Unified School District, is published twice yearly by the College and distributed to all residences within the district.

In addition, highlighting student stories and comments in the schedule and on the college website serves to communicate institutional effectiveness. Graduation, opening day and flex day all feature students who have, against all odds, achieved success and serve to inspire the entire college community.

Community outreach, whether sponsored by the College (such as the Santa Monica College General Advisory Board) or through participation in non-college related community organizations, is another effective strategy for disseminating information. The College is an active partner with the community. The College recruits community involvement on several college boards, including the Santa Monica College General Advisory Board, which meets quarterly and receives updates on current and proposed activities, as well as presentations by different programs to build a broader base of understanding about the depth and breadth of college programs and services. In addition, each career technical education program has its own community-based advisory board as do many of the special programs. Community members sit on these committees to help ensure program quality for existing services and determine the direction of future programming.

The Santa Monica College Associates and the Santa Monica College Foundation are also instrumental in disseminating information about the College to the community and garnering support for college programs. Both have an advisory board of community members who contribute financial support to the College and encourage others to do the same. Through the support of these groups, the College is able to offer a number of value-added activities to complement and enhance existing instructional programs. Examples of programs that are possible due to support from the Associates include the Outstanding Speakers Series (focusing on topics in the areas of global citizenship, literacy, science and the environment), the London Stage Shakespeare residency (including master classes for English and Theater, outreach to public schools and public performances), and annual athletic awards.

In addition to advisory boards, the College communicates the quality of the institution by actively involving the local community in its programming. The College serves as a cultural

center for the community, building upon the strength of its instructional programming to develop high quality non-instructional community-based services. The public is invited to participate in a vast array of events on campus, many of which are free-of-charge and directly or indirectly linked to programs that involve students and/or faculty. The Pete and Susan Barrett Art Gallery showcases the work of students, faculty and well-known artists and enjoys regular attendance. This is equally true for both the Photo Gallery and the Emeritus College gallery. Each is located at a different site and all contribute to the College's reputation for high-quality gallery shows.

The Music, Dance and Theatre Arts programs all offer performances, which are well-attended, at a nominal charge to the community. Student performance groups from each program have been invited to perform nationally and internationally and have thus acted as ambassadors for the College and carried its message of quality:

- On two occasions, through the Kennedy Center American College Theater Festival, Santa Monica College Theatre Arts productions have been selected from regional performances to perform at the Kennedy Center. In fact, the student-written, directed, acted and designed production, *Slavery*, won the festival's playwriting award.
- The Jazz Vocal Ensemble recently won *Downbeat Magazine's* Outstanding College Performance Award in the jazz vocal group category and was honored with a special invitation to perform at the International Jazz Educators Conference in Toronto.
- Santa Monica College dance and music students have appeared as finalists on nationally-televised talent shows such as "American Idol" and "So You Think You Can Dance."
- In October 2008, the College was invited to participate in the 50th anniversary celebration of the Shandong College of Arts, located in the capital of Jinan, China. Santa Monica College students were invited to perform music from the quintessentially American art form of the musical theater in honor of the University's anniversary celebration. The students and the community participants served as global ambassadors for both the College and the community.

In short, there is no better way to demonstrate the quality of the College and its programs than through the participation of its students in national and international events such as these, which not only provide students with invaluable experiences but allow them to be recognized and rewarded for their hard work and achievements.

The Santa Monica College Performing Arts Center was the result of a dream to join college programs with a performance venue that would attract members of the greater west Los Angeles community as well as the college community. In addition to the Music program and Barrett Art Gallery, the site houses the new 500-seat, bond-supported Broad Theatre and a smaller performance venue, the Edge Second Space (used for both teaching and performance). Now in its second season, the theater has received rave reviews for both the venue and the quality of the performances, and the community's feedback regarding this particular use of bond money has been entirely positive. In addition to offering regular performances, the Center provides

educational programs for local schools, engaging children and youth in the arts while connecting these experiences with postsecondary aspirations. The quality of this center and the services and activities it offers were recognized by the Eli and Edythe Broad Foundation through a \$10 million endowment gift to support center programming, a remarkable single donation for a community college.

Acting as a resource for the community serves to disseminate information regarding institutional effectiveness as well, and Santa Monica College has a long history of engaging in collaborative efforts with the Santa Monica/Malibu Unified School District including sharing facilities, coordinating the dual enrollment program for high school students and the recent SMMUSD/SMC Collaborative, a new effort to develop joint programs to improve student success. The Young Collegians program, implemented in Summer 2008, targets high school sophomores, providing them with the opportunity to attend college classes on the college campus during the summer. Participants continue to maintain contact with the College through workshops and seminars given throughout the school year, and as high school juniors and seniors, participants concurrently enroll in college classes for part of each school day. Malibu students are geographically too distant from the college campus to take advantage of this program, but dual enrollment classes are offered at Malibu High School. When the College completes its educational center in Malibu, the Young Collegians program will be expanded to include that population.

The College also maintains a close, mutually-supportive relationship with the City of Santa Monica, sharing assessment data and results with city staff in an effort to expand and enhance programming to better address mutual needs and concerns. One result of this relationship has been the contribution of redevelopment money by the City of Santa Monica toward the construction of the new Humanities and Social Sciences building. In addition, the jointly-operated city pool is located on the college campus. Another joint program, which receives support from the Rand Corporation, is the proposed new child care center, which will provide both daycare and a teaching venue for the Early Childhood Education program.

The College and the City of Santa Monica are also both known for their innovative sustainability efforts, some of which are the result of collaboration between the two entities. The College's Center for Environmental and Urban Studies, which also houses the city-supported Sustainable Works project, is one such effort, as is the demonstration garden (side-by-side native and traditional gardens) located on college property. Finally, the Big Blue Bus partnership between the College and the City of Santa Monica ("Any Line, Any Time") is highly successful, offering free public transportation to Santa Monica College students and staff, providing financial resources to the City in support of its public transportation programs, and ameliorating neighborhood complaints about parking problems and traffic congestion. It has been a win-win program that has had a positive impact on the environment and thus supports the stated mission of the College. All of these projects are the direct result of healthy ongoing communication between the College and the City of Santa Monica.

Evaluation—IB.5

The Offices of Public Information and Marketing effectively coordinate their messages of institutional effectiveness. Proof of their effectiveness in communicating to the public the high quality consistently achieved by Santa Monica College lies in the strong enrollment numbers and remarkable enrollment recovery after the 2003-2004 reductions. Aware of its exceptional transfer success rates, many students travel long distances to attend classes at Santa Monica College.

Even during times of economic hardship, students continue to respond to the College's message by enrolling in ever-growing numbers, often crossing other districts and bypassing other community colleges on their way to Santa Monica College. Their choices are conscious and thoughtful, and many students are pleased to publicly share their reasons for attending the College and tell their personal stories about the faculty, staff and programs that have contributed to their success. Originally placed in the printed schedules, some of these "Spotlight on" success stories are now posted on the front page of the college website, with hundreds more stored in the College's Profiles Archive.^{xii}

Enrollment in noncredit programs is consistently strong as well. Opportunities for lifelong learning and personal enrichment abound at Santa Monica College. While many students return to take credit courses in a variety of disciplines, others avail themselves of community education and noncredit options. The college commitment to high quality is evident in student response to these programs. The Emeritus College Program is a prime example. Established over 30 years ago as a means of keeping seniors active, healthy and engaged in the community, the Emeritus College offers an impressive array of noncredit courses.^{xiii}

Another example of the College's effectiveness in disseminating information about institutional quality is its ability to generate voter-support for its bond measures. In the last seven years, the College has attempted three bond measures. Before floating each, the College gauged the level of community support, not only for the bond measure but for the College in general. Numerous community-based focus groups were conducted to gather feedback on perceptions of institutional effectiveness as well as to present bond plans. In each case, the results of surveys indicated the College should go forward with the bond measures, and each of them was passed by a wide margin, indicating that the College successfully communicated its effectiveness to the residents of Santa Monica and Malibu.

As the College moves forward with updating the various master plans, community meetings constitute a major forum for communicating the plans and for soliciting feedback. The long-standing college community support group, the General Advisory Board, devotes a portion of each of its meetings to showcasing college programs. Feedback on the effectiveness of this method is uniformly positive and corroborated by attendance rates at these early-morning meetings. The Santa Monica College Associates contributes funding to provide extra activities (guest lecturers, performances, gallery exhibits) to support academic programs. Similarly, successful fundraising depends heavily upon effective communication and positive perceptions of institutional effectiveness. The number and amount of donations to and through the Santa

Monica College Foundation are further evidence that communication with the public has been effective.

Anecdotes related by college faculty and staff members who travel throughout the country provide further evidence that the institution's effectiveness is widely and successfully communicated. Frequently, they recount having met, on their travels, individuals who immediately recognized the name, Santa Monica College, and remarked on its reputation for excellence. Similarly, word of mouth is a particularly effective means of recruitment of international students. On several occasions, the Superintendent/President has publicly shared his memory of having been aware of the College's reputation for transferring students to the University of California system even while he was a high school student in Hong Kong in the 1960s. Given that respected reputations can more easily be destroyed than built, the College's consistent, long-standing reputation for excellence is a convincing qualitative assessment of the effectiveness of communication strategies that are frequently not under the control of the College itself and therefore even more impressive.

Plan—IB.5

None

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

Description—IB.6

The primary method by which the College assesses the effectiveness of its internal planning processes is through dialogue among constituencies. As noted, Santa Monica College has active and committed members of the college community including students, faculty, classified staff, board members and community partners, who regularly voice their concerns regarding how well the institution is operating and progressing. As a result of this ongoing dialogue, since the last self-evaluation, internal planning processes have undergone significant restructuring.

At the time of the last accreditation visit, the overarching planning body, the Collegewide Coordinating Council, poisoned by acrimony over the budget cuts of 2003-2004, had become immobilized. A significant number of college community members distrusted the decision-making and planning processes and, individually and collectively, they voiced their displeasure. This led to the development of DPAC, which replaced the defunct Collegewide Coordinating Council and which now successfully serves as the new overarching planning body. DPAC includes five planning subcommittees (Budget Planning, Facilities Planning, Human Resources, College Services and Technology), which regularly provide input and recommendations. In addition, four Academic Senate joint committees (Curriculum, Program Review, Student Affairs and Student and Institutional Learning Outcomes) provide input and recommendations to DPAC. DPAC also establishes task forces such as the Strategic Planning Task Force (now disbanded),

and the American College and University Presidents' Climate Commitment Task Force, all of which send recommendations to DPAC.

As in the past, the primary means for assessing the effectiveness of this new process is through dialogue and ongoing feedback from the members of the college community. Currently, evidence of college community satisfaction is not collected formally (e.g., through the use of surveys or focus groups) but informally through spontaneous conversations and during meetings.

In addition to recommendations from DPAC to the Superintendent/President, planning occurs at the program/department level and is communicated to the executive administration and DPAC via several annual planning documents including the *Master Plan for Education* annual update, the *Comprehensive Facility Master Plan* and the *Master Plan for Technology*. The effectiveness of these planning documents is assessed annually at the end of the year when the responsible parties review these documents and identify the status of each objective or activity. Objectives which have not been completed or achieved are modified, included in the next cycle or deemed irrelevant. This review is a collaborative process that comprises all parties involved in the initial identification and development of the objective. During these discussions, the team determines why it was not possible to complete the objective and what changes are needed to either achieve the objective or if the objective should be abandoned.

Resource allocation, or lack thereof, is often a factor in the planning process, particularly with regard to uncompleted and/or revised objectives. Identified needs and desires nearly always exceed resources. However, at this time, the College has not yet perfected the planning process so that it loops back immediately to the source when a plan includes activities that cannot be implemented as designed due to limited resources.

As a result of the dialogue and feedback from the 2008-2009 planning process, the College has identified several areas in need of improvement. To improve the effectiveness of future planning processes, the College is changing the format of the annual update to the *Master Plan for Education* to strengthen the link between planning and the College's Mission, Vision, Values and Goals. For 2009-2010, all objectives are mapped to the Institutional Learning Outcomes and provide a narrative that describes any link to an overarching issue raised by the program review process. Extraordinary efforts were made to engage the college community in the recent review and revision of the College's Mission, Vision, Values and Goals statements, and most members of the college community are now familiar with the College's mission. Linking each master plan objective to Institutional Learning Outcomes is yet another way to communicate the institutional commitment to its Mission, Vision, Values and Goals and strengthens the link between the different planning and review processes.

At the end of 2009-2010, the college community will engage in collegewide reflection of the effectiveness of DPAC, the *Master Plan* and other planning activities. The resulting dialogue will undoubtedly yield recommendations for additional changes and/or revisions to address identified weaknesses, oversights and challenges. While some may prefer a static and immutable planning process, this is unlikely to occur. The ever-changing circumstances and evolving needs

of the College can only be adequately addressed through ongoing review, reflection and revision of its planning processes.

Evaluation—IB.6

Santa Monica College is adept at “random acts of planning” as attested by the continuous development of new programs and strategies. Through the planning process, the College has identified its Mission, Vision, Values and Goals, developed student learning outcomes and institutional learning outcomes to demonstrate its effectiveness, and prioritized the strategies by which it will carry out its mission. These strategies are further clarified through the development and implementation of annual master plans. In the end, the degree to which the College achieves its student learning outcomes and institutional learning outcomes, as well as its annual performance outcomes, is indicative of the effectiveness of the College’s planning process for fostering improvement.

The effectiveness of the College’s planning processes is best demonstrated through its accomplishments, which include:

- the College’s continued status as the leading institution for transferring the largest number of students to the University of California system;
- the overwhelmingly high number of transfer students to the University of California, Los Angeles who achieve equal or higher success rates at UCLA compared with students who entered UCLA as freshmen;
- ongoing community support for bond measures;
- a Photography program that is rated within the top ten in the country by Bogen Imaging, Inc., a leading international distributor of state-of-the-art photographic accessories;
- employer satisfaction with and active recruitment of Santa Monica College graduates, particularly in traditional career technical fields such as nursing, early childhood education, cosmetology, and entertainment/design technology;
- substantial and consistent support from local, state and federal partners to support the College’s workforce development programs; and
- the Small Business Development Center state award for best performance.

As the College continues to move forward in its efforts to strengthen the planning process, it will develop a more direct means for aligning its accomplishments with the planning process and disseminating these successes to the college community.

Another example of the effectiveness of the College’s process for assessing institutional planning is the progress made toward integrating resource allocation with the planning process. The effectiveness of the link between the new planning process and institutional improvement is

evident in the budget-planning process. The DPAC Budget Planning Subcommittee has matured into a body that comprehensively, rather than selectively, reviews the budget and thoughtfully considers impact and makes recommendations for budget allocations or reductions as the fiscal situation warrants. Although there is still room for improvement, there is greater understanding among the members of the college community of the need for fiscal decision-making based on the institutional needs prioritized by the College rather than on the needs and concerns of the various members of the college community. This understanding has developed out of the dialogue on institutional planning processes that has occurred over the past five years. Given that changes in individual attitudes and behaviors are often the most difficult to achieve, the recent improvement in this area is a notable accomplishment.

Despite these accomplishments, there are still areas in need of improvement, specifically with regard to the timing of the planning process. Many college organizations and committees are engaged in planning or making recommendations. Most are structured around the academic calendar, which largely follows the fiscal calendar. Recommendations or plans issuing from these bodies vary in the effort and resources needed to implement them. Those that can be assumed under current structure and resources are generally forwarded to the appropriate administrative body. Others may require budget or staffing resources for implementation. Until recently, many of these recommendations were deliberated and forwarded based on committee timetables that were not necessarily aligned with other relevant planning processes. The College recently reviewed current committee timetables in an effort to establish a calendar that will better align committee processes and allow recommendations to come forward for consideration in time to include them in setting priorities for resource allocation as appropriate.

Plan—IB.6

- 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.

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

Description—IB.7

The primary means by which the College gathers evidence about the effectiveness of programs and services is the program review process. All college programs complete the program review process every six years and career technical programs undergo an interim program review every two years. Programs collect both quantitative and qualitative data from a variety of sources and utilize this information to identify areas of strength and weakness. The Office of Institutional Research serves a primary role in ensuring that programs have access to the quantitative data necessary to assess effectiveness (e.g., data focused on enrollment, demographics and student success). However, the programs and departments are responsible for collecting most of the qualitative data themselves. This includes feedback from students, alumni, employers and other

community partners. The Office of Institutional Research has developed training tools to help programs collect, analyze and build upon available quantitative and qualitative data to improve program effectiveness.

Additionally, the College has begun to gather information on course and program student learning outcomes. Information on learning outcomes and support unit outcomes, including the results of assessments, is currently housed within each of the departments or units. Some departments and units have started to use the results of assessments to change their methods for delivering instruction, programs and services. As the College has only recently started to assess outcomes, the process has not been completely formalized. It is anticipated that the Academic Senate Joint Student and Institutional Learning Outcomes Committee will develop and recommend to the College a set of formal expectations for assessment, the type of technological infrastructure needed to carry out assessment effectively, and minimum expectations for the cycle of assessment and the reporting of assessment results.

The Office of Institutional Research also serves as a college resource in developing program evaluations for targeted programs and services such as the Basic Skills Initiative and Student Support Services. The office evaluated several programs including the Title V-funded Math Cooperative and Supplemental Instruction program, the Welcome Center, and the Nursing program. Additionally, the office is developing a longitudinal assessment of student learning outcomes as they relate to the Institutional Learning Outcomes. In Fall 2009, the Office of Institutional Research completed and released an assessment of the effect that the College's counseling courses and student support programs have on student achievement and persistence.

Evaluation—IB.7

As part of the program review process, departments/programs must describe how they addressed the recommendations given by the committee during the previous review. While, in most cases, the last review probably occurred six years prior, the committee's recommendations generally include both short-term and long-term strategies for fostering program improvement. In the past, many programs would wait until their next program review before beginning to address these recommendations. However, as collegewide awareness of the need for evaluation, program improvement and ongoing assessment and accountability has grown, programs have begun to recognize the need to address these recommendations as soon as possible. Furthermore, they acknowledge that this will yield program improvements that will significantly impact the quality and effectiveness of the services provided to students. As the College further engages in student, program and institutional evaluation, it is expected that program review and other evaluation processes will engage the College in better-connected planning, and greater depth and breadth of review and analysis.

Although assessment of learning outcomes has begun collegewide, the College has set 2012 as its deadline to achieve the level of proficiency with regard to the assessment of learning outcomes, consistent with the Accrediting Commission's expectations. The College has a decentralized outcomes assessment process with departments and various committees (such as the Academic Senate Joint Curriculum and Program Review committees) sharing in various

responsibilities related to the outcomes assessment cycle. Currently, no collegewide technological solution exists to capture and report assessment data and results but the Student and Institutional Learning Outcomes Committee is exploring possible solutions to meet this need. Additionally, understanding of outcomes assessment and the evaluation cycle is uneven among members of the college community, with some departments and units at a more advanced stage than others.

With this in mind, the Student and Institutional Learning Outcomes Committee has developed several objectives for the 2009-2010 *Master Plan for Education* update, which include establishing minimum expectations for the cycle of assessment and evaluation for all instructional, instructional support, and operational programs as well as the identification and recommendation of a technological means for capturing and reporting assessment results. Over the past year, the Office of Institutional Research has also played a substantive role in building evaluation and assessment capacity among faculty and staff by developing and implementing a series of workshops and materials designed to foster systematic and rigorous research and analysis skills among faculty and staff and firmly establish a commitment to the cycle of assessment and improvement.

Additionally, because the College has adopted a decentralized model of outcomes assessment, the Office of Institutional Research has developed a series of rubrics—one for evaluation of outcomes statements, one for evaluation of assessment plans, and one for evaluation of assessment reports—to support institutional quality control efforts and ensure consistency of expectations in the outcomes assessment process. These rubrics are currently being pilot-tested by the Curriculum Technical Review Group and the Student and Institutional Learning Outcomes Committee; the Program Review Committee will also engage in the pilot test process in the near future.

Plan—IB.7

- 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.

Selected Standard I References

ⁱ District Planning and Advisory Council website:

<http://www.smc.edu/apps/pubs.asp?Q=2&T=District+Planning+and+Advisory+Council+%2D+DPAC&P=31>

ⁱⁱ UCLA Chancellor Block's speech at Santa Monica College:

<https://deimos.apple.com/WebObjects/Core.woa/BrowsePrivately/smc.edu.1189724802.01189724810>

ⁱⁱⁱ Student Equity Plan:

<http://www.smc.edu/apps/pubs.asp?Q=1&T=Data%2C+Reports%2C+and+Links&P=187>

^{iv} Program Review Documents: <http://www.smc.edu/apps/Pub.asp?Q=661&B=1>

^v Vision, Mission, Values and Goals: <http://www.smc.edu/apps/comm.asp?Q=31>

^{vi} Bond Oversight Committee: <http://www.smc.edu/apps/pub.asp?Q=546>

^{vii} Doherty, Austin, Tim Riordan and James Roth. *Student Learning: A Central Focus for Institutions of Higher Education*. Edited Milwaukee, WI: Alverno College Institute, 2002

^{viii} Annual Updates to the Master Plan for Education: <http://www.smc.edu/apps/docs.asp?Q=Projects/31>

- 2004-2005 Objectives and Report on 2003-2004 objectives: http://www.smc.edu/Projects/31/EduPlan_July2004.pdf
- 2005-2006 Objectives and Report on 2004-2005 objectives: http://www.smc.edu/Projects/31/EduPlan_Sept2005.pdf
- 2006-2007 Objectives and Report on 2005-2006 objectives: http://www.smc.edu/Projects/31/EduPlan_Sept2006.pdf
- 2007-2008 Objectives and Report on 2006-2007 objectives: http://www.smc.edu/Projects/31/EduPlan.2_08P3.pdf
- 2008-2009 Objectives and Report on 2007-2008 objectives: http://www.smc.edu/Projects/31/MPE_2007-08.pdf

^{ix} Office of Institutional Research website: <http://www.smc.edu/apps/Comm.asp?Q=187>

^x Office of Institutional Research Online Evaluative Data:

<http://www.smc.edu/apps/pub.asp?Q=1823&B=1>

^{xi} *Missed Information*: <http://www.smc.edu/missedinformation/>

^{xii} Student Profile Archives (“Spotlight On”): <http://www.smc.edu/schedules/archives/profiles/>

^{xiii} Emeritus College website: <http://www.smc.edu/emeritus/default.htm>

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Standard II: Student Learning Programs and Services

Standard IIA: Instructional Programs

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

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

Description—IIA.1

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

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

Curriculum Development and Approval Process

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

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

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

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

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

- reviews and makes recommendations to the Academic Senate on existing and proposed curricula, courses, prerequisites, co-requisites, advisories and programs;
- encourages and recommends development of new curricula and courses;
- assists faculty in preparing curriculum proposals to meet Title 5 matriculation mandates and district goals and objectives as stated in Santa Monica College's mission;
- disseminates curricular information and recommendations to department chairs and the Academic Senate; and
- ensures that the Santa Monica College catalog contains only those courses offered on a regular basis.

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

- recommend approval of the course to the Academic Senate and Superintendent/President; or
- return the proposal to the department with recommendations for further development or revision; or
- return the proposal to the department, notifying them that the course has not been approved.

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

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

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

Program Review

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

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

As a complement to this rigorous curriculum development process, the Academic Senate Joint Program Review Committee reviews all existing instructional, student services, and operational support programs to aid in maintaining and enhancing their quality, vitality and responsiveness. The program review cycle for most programs is every six years but career technical education programs undergo additional reviews every two years. The Program Review Committee:

- recognizes strengths and achievements of programs;
- promotes goals and planning of programs;
- identifies the areas in need of support, both internal and external;
- informs the collegewide decision-making process; and
- influences the development of the annual updates to the *Master Plan for Education*.

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

- describe the program or service under review, emphasizing the program's goals and its impact on student success, if appropriate, and how the program supports the broader college mission;
- review course- and program-level student learning outcomes, prerequisites, co-requisites and advisories for all active courses to ensure that they are current, accurate and appropriate for the current student body. Copies of each revised/updated outline and its associated student learning outcomes are submitted to the Curriculum Committee and reviewed by the Curriculum Committee's Technical Review Subcommittee;
- discuss how teaching effectiveness is evaluated;
- discuss the instructional environment, including involvement and preparedness of full- and part-time faculty and staff, access to instructional and administrative support services, departmental engagement in institutional efforts and activities, and facilities and equipment assigned to the program and how they support program goals;
- describe how the program evaluates its effectiveness and helps students achieve their goals;
- present any conclusions and recommendations resulting from the self-evaluation process. (Included is information on how the program engages all program members in the self-evaluation dialogue and how department members participate in the program review process.); and

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

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

- program goal statements;
- the executive summary from the program's previous program review;
- institutional data regarding enrollment, retention and evaluation results;ⁱⁱⁱ
- results of research projects undertaken by the program to examine any relevant area of interest; and
- Student and Institutional Learning Outcome assessment results.

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

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

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

Student Achievement Outcomes

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

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

Evaluation—IIA.1

Curriculum Approval Process

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

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

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

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

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

Program Review

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

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

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

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

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

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

Student Success

Santa Monica College continues to excel in helping students achieve their educational and career goals, whether those goals are career related, transfer to a four-year institution, or completion of an Associate in Arts degree or certificate of achievement. For the last 20 years, Santa Monica College has transferred more students to the University of California than any other California community college and is highly successful in sending large numbers of students to California State Universities. Figure IIA-1 and Figure IIA-2 summarize the numbers of Santa Monica College students who transfer to the University of California and California State University systems for the years 2005-2006 through 2008-2009.^v For the last four years, Santa Monica College has also transferred the greatest number of African American students to the University of California. The College also ranks first among community colleges in sending students to the University of Southern California and Loyola Marymount University and is very successful in transferring students to other private four-year institutions across the country. Nevertheless, the numbers remain small and there is room for improvement.

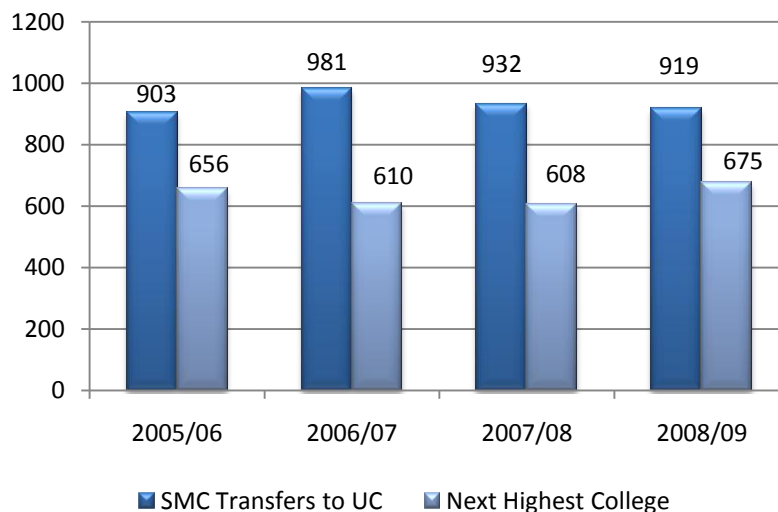


Figure IIA-1: SMC Transfers to UCs (Compared to the Next Highest College) (2005/2006 – 2008/2009)

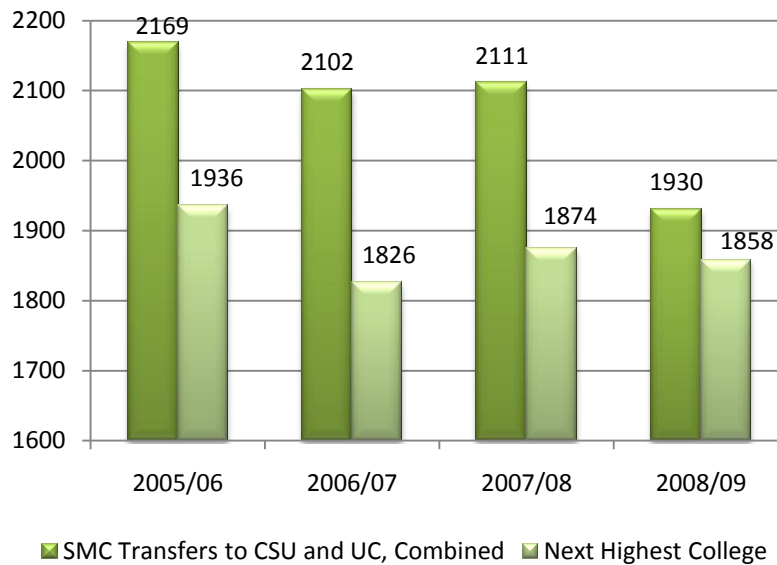


Figure IIA-2: Comparison of SMC Transfers to the UC and CSU, Combined, Compared to the Next Highest College (2005/2006 – 2008/2009)

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

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

Plan—IIA.1

- The Program Review Committee will develop a tool to help departments more clearly and consistently report their efforts to inform program improvements via the learning outcome assessment cycle.
- The College will develop a cohort-based study to assess the achievement of Institutional Learning Outcomes and student satisfaction with academic and student support programs, and explore how such assessment tools could be extended to or adapted for alumni as well.

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

Description—IIA.1(a)

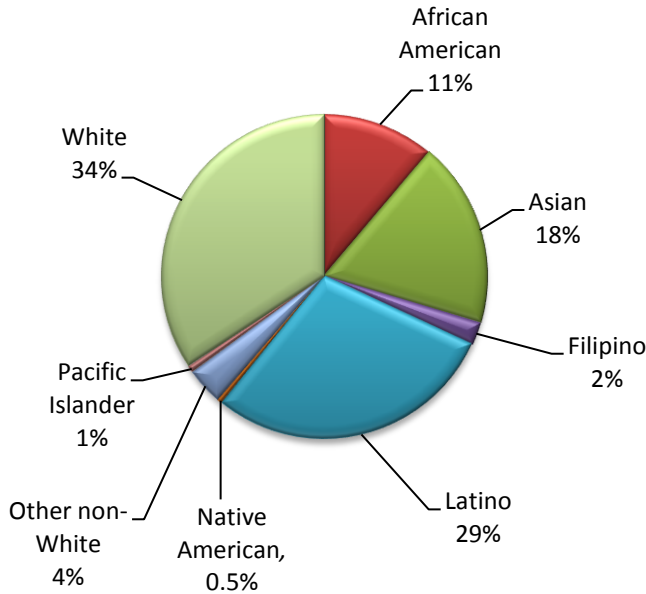


Figure IIA-3: Santa Monica College Student Populations as a Percentage of Student Body (2008-2009)

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

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

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

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

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

The ages and academic goals of Santa Monica College students are also diverse as shown in Figure IIA-4. While the majority of students (66 percent) reflect the “traditional” college student age of 18-24 years, 31 percent of the students attending the College are older than 24, with the median age of 27 years. Students under 18 years old are another growing segment, due in part to the development of the College’s high school programs designed to provide early college experiences and provide students with an opportunity to earn college units toward their eventual postsecondary goals.

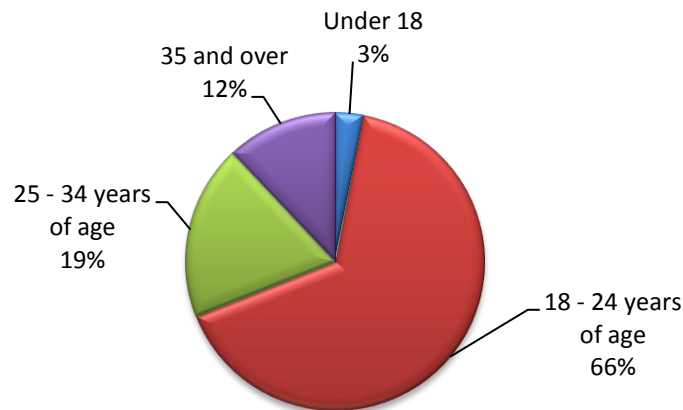


Figure IIA-4: Age Distribution of Credit Students as a Percentage of the Student Body

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

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

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

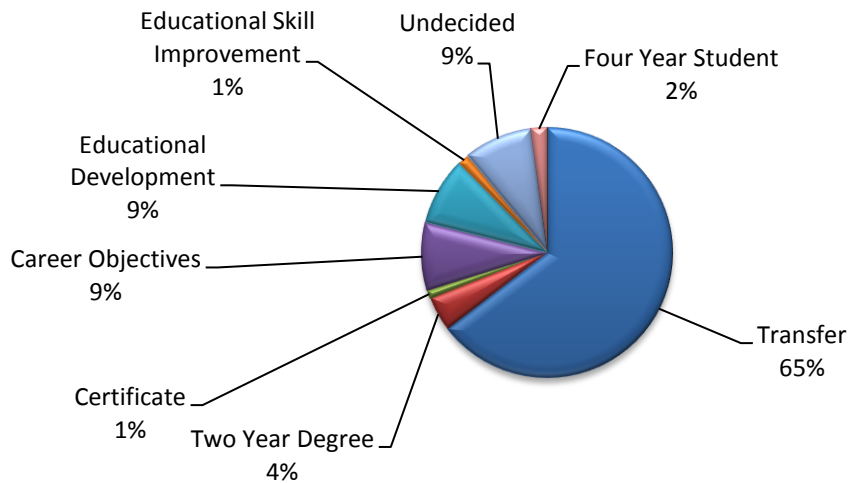


Figure IIA-5: Goals of Credit Students as a Percentage of the Student Body

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

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

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

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

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

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

- **Transfer:** To address the needs of the many students interested in transferring to Baccalaureate-granting institutions, Santa Monica College provides a wealth of resources including an active transfer/counseling center, organized trips to universities throughout the state; articulation agreements with both public and private universities in California and other states, and a Scholars Program that challenges the most talented students. Collectively, these strategies help to familiarize students with their options and prepare them for transfer.
- **Variety of Program Locations, Times and Modes of Delivery:** Non-traditional students returning to pursue higher education goals face significant scheduling challenges due to their commitment to full-time jobs and/or families. To accommodate the needs of this population, the College maximizes the use of its facilities for both day and evening classes and services. In addition, the College maintains several satellite sites, maximizing its ability to offer a variety of high-demand courses and programs. The College also offers a robust and rapidly-growing distance education program. Total headcount enrollment in the distance education program was 9,160 for Fall 2008. Enrollment in online courses steadily increased over the past ten years and now accounts for 12.5 percent of the College's total credit FTES. The Distance Education Program is described more fully in Standard IIA.1(b).
- **Career Technical Education (Vocational/Occupational) Programs:** To accommodate the occupational goals and job retraining needs of many students, the College has continued to update its Associate in Arts degree programs and career certificates in career technical education areas. In addition, various career technical education programs continue to offer Department Certificates—aggregates of courses, totaling fewer than eighteen units that result in skills-achievement leading directly to employment. The College offers over thirty Certificate of Achievement programs and twenty short-term Department Certificates that provide students with the skills they need to compete

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

- **Programs for Life-Long Learners:** Lifelong learning programs are offered through Emeritus College (a noncredit program for older adults), noncredit ESL, parenting and citizenship classes; the Community Education program (which offers a wide variety of fee-based, not-for-credit short-term workshops and classes designed to satisfy the personal and professional interests of the community), and the Office of Workforce and Economic Development (which offers job-retraining programs through grant-funded projects and contract education programs). These programs are described more fully in Standard IIA.2.
- **Programs for International Students:** International students comprise a significant number of the student population at Santa Monica College (more than 2,900 students in Fall 2008). While these students often perform above-average academically, they frequently require extra support in adapting to the culture and requirements of studying in the United States. To this end, the International Education Center provides counselors who are specially trained in the unique issues facing international students, intensive English courses, assistance in finding appropriate housing, assistance with visa issues, and other support services designed specifically to address this population's needs.
- **Special Student Support Programs for Historically Underrepresented Students:** Described fully in the introduction to Standard IIB, a variety of special programs continue to foster the academic success of the African American and Latino students on campus including the Latino Center and *Adelante* Program and the Black Collegians.
- **Other Academic and Student Support Programs:** Also described in the introduction to Standard IIB, the College offers a wide variety of other academic and student service programs designed to meet the unique needs of particular student populations including veterans, disabled students, CalWORKs participants, first-time college students, low-income students, single parents, and high school students.

Program Assessment

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

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

Evaluation—IIA.1(a)

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

Plan—IIA.1(a)

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

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

Description—IIA.1(b)

In recognition of the variety of subjects taught and of the diversity of student needs and goals, Santa Monica College provides an array of individual and group learning experiences. Modes of instruction include traditional methods (lecture, laboratory, group discussion, activities, collaborative group work, and computer-assisted instruction) as well as methods or modes of delivery that extend beyond the traditional classroom walls (e.g., online courses, hybrid courses, independent study, internships, and study abroad programs).

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

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

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

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

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

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

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

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

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

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

- **The Teacher Academy** was developed through grants from the California Community Colleges Chancellor's Office. The College undertook the development of "Apple Courses" (no relation to the company Apple Computer, Inc.) to support students interested in exploring the teaching profession and "Apple Instructors" who served as mentors to these aspiring teachers. Both initiatives are lasting outcomes of the Teacher Academy, which drew to a close in September 2009 when the grant period ended. Over the last five years, the College offered Apple Courses in chemistry, physics, speech, geography, political science, counseling and English, and these initiatives will continue to serve future students.
- **Internships** are offered in both occupational and transfer-oriented disciplines. These on-the-job learning experiences may be paid or unpaid. The ultimate objective is to provide students with the skills, knowledge, and attitudes that will equip them to function successfully and adapt as employees in a variety of jobs and situations. Internship classes are graded on a pass/no pass basis. In 2008-2009, 372 students completed for-credit internships. During the spring Internship Fair, 67 employers came to campus to offer internships, and more than 1,500 students were there to meet them. Many hundreds of internship opportunities are available through the College's online service (College Central), in the Internship Opportunity Booklets and through other online resources.^{viii}

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

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

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

- The **Interdisciplinary Studies Program** provides an integrated learning environment that promotes new ways of thinking about and understanding the ever-changing world. Developed with input from the department chairs, the Interdisciplinary Studies Program facilitates scheduling, staffing, outreach, expansion and faculty support as well as student recruitment and retention in the following areas:
 - interdisciplinary courses and degree programs (for example, Environmental Studies, Ethnic Studies, Urban Studies, Global Studies)
 - service learning across the curriculum

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

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

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

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

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

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

Evaluation—IIA.1(b)

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

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

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

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

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

Plan—IIA.1(b)

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

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

Description—IIA.1(c)

Santa Monica College consistently strives to maintain high-quality instruction, for which clearly-articulated outcomes and regular review and evaluation of programs, courses, instructional support, and teaching faculty are needed. The College’s curriculum approval and program review processes continue to ensure the instructional quality, appropriate rigor and overall educational effectiveness for all its courses and programs.

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

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

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

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

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

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

Santa Monica College students will:

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

Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems;

Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events; and

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

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

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

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

Academic Senate Joint Student and Institutional Learning Outcomes Committee

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

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

Course and Program Development of Student Learning Outcomes and Assessments

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

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

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

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

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

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

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

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

Evaluation—IIA.1(c)

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

While student learning outcomes and assessment processes are well underway at the College, there remains the need to formalize the process for reviewing outcomes for quality and measurability. In addition, assessment plans within departments and programs need to be strengthened to ensure sustainability and flexibility. Finally, mechanisms for integrating outcome assessment results into program and institutional planning need to be clarified and streamlined for maximum effectiveness.

Plan—IIA.1(c)

- The Student and Institutional Learning Outcomes Committee and the Office of Institutional Research will work with departments and programs to ensure that the

assessments being used are appropriate, yield the information being sought, and are consistent from year to year so that comparisons can be made and sustained and continuous improvement will be achieved.

- The Program Review Committee will develop a tool to help departments more clearly and consistently report their efforts to inform program improvements via the learning outcome assessment cycle.
- The Student and Institutional Learning Outcomes Committee will establish ways to store the data for the assessments in a database system to facilitate and enhance the analysis of data from year to year.

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

Description—IIA.2

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

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

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

Noncredit/Continuing Education

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

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

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

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

- The California High School Exit Examination is meant to ensure that students who graduate from public high schools demonstrate grade level competency in reading, writing and mathematics. Santa Monica College offers a noncredit program to prepare students to take this examination and includes free classes, study materials, tutoring and online services. The **CAHSEE Program**, initiated in 2006-2007 with a small grant, assisted students who had not passed the examination or who had not earned the number of units required to graduate. Progress was slow and outreach to that population of students proved difficult. A larger grant was secured for 2007-2008, and a smaller, third grant was obtained for 2008-2009. The CAHSEE Program offers self-paced individualized instruction and tutoring in a one-room schoolhouse environment. The first courses were offered in Spring 2009 and served approximately 40 students. Courses offered through this program undergo the same college and state curriculum approval processes mandated for all other noncredit courses as well as the same periodic program review evaluation process as other college courses.
- **Emeritus College** is a highly successful and well-regarded noncredit program designed to serve the senior adult population in the local community. With approximately 3,000 students, Emeritus College fulfills the College's mission "to create a learning environment that both challenges students and supports them in achieving their educational goals." Emeritus College offers a broad educational program that includes: coping skills, health maintenance, basic knowledge, consumer education, and personal growth through intellectual inquiry, group interaction, creative experiences and physical and mental stimulation. In addition, peer network-building is encouraged so as to increase opportunities for social interaction outside the classroom. Information about

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

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

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

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

Community Education

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

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

Office of Workforce and Economic Development

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

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

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

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

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

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

Scholars Program

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

Study Abroad

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

High School Student Opportunities

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

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

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

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

The Dual Enrollment Program, begun in Spring 1998, grew over the next four years to serve approximately 1,700 students at 29 high schools. Due to budget reductions, the program took a hiatus during the 2003-2004 fiscal year but was reinstated in Fall 2004, serving approximately 600 students at 15 high schools. The program rebounded quickly, and in Spring 2007, was serving approximately 1,700 students at 26 high schools. Changes in Title 5 prohibited colleges from offering classes outside of their respective district without the approval of the external district's local community college. Since 24 of the high schools being served by Santa Monica College were outside the College's district boundaries, compliance with this new regulation decimated the program, reducing it to approximately 600 students at 10 high schools. With increased enrollment at the College and the state budget crisis, the program was further reduced in Spring 2009. The program currently serves approximately 200 students at Malibu and Santa Monica High Schools.

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

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

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

Evaluation—IIA.2

Noncredit Courses

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

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

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

Community Education

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

Contract Education

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

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

- In 2007, the program earned a national award for services provided.
- In 2008, the program won regional awards for Best Overall Center Performance, Highest Long Term Clients Served, and Highest Capital Infusion.
- In 2009, the program received the Small Business Administration Veteran Entrepreneur of the Year award.

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

Scholars Program

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

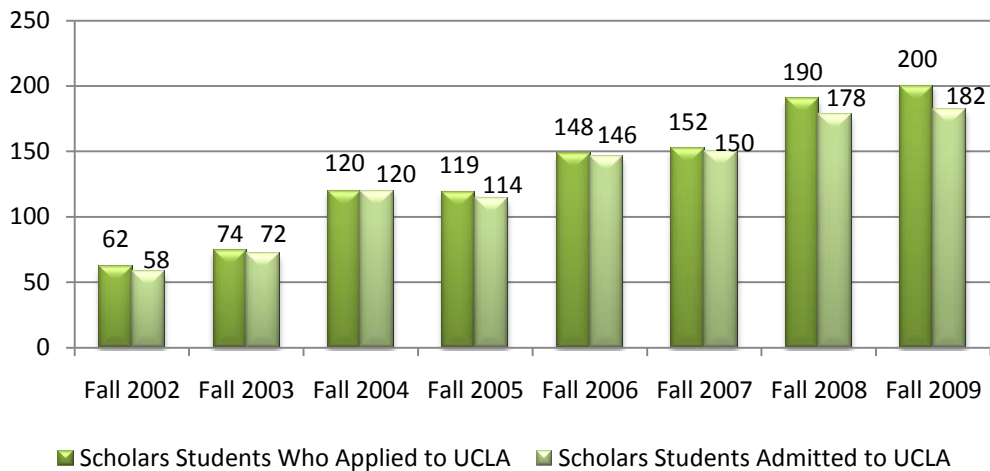


Figure IIA-6: Scholars Program Students Who Applied to and Were Accepted by UCLA, 2002 - 2009

Study Abroad

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

High School Student Opportunities

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

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

Plan—IIA.2

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

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

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

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

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

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

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

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

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

Curriculum Committee

Course Prerequisite, Co-requisite and Advisory Validation

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

Implementation of Curriculum Mandates and Certifications

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

Community Education Course Approval

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

Maintenance of Course Outlines

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

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

The Curriculum Committee page is now housed on the college website, where templates for required documents, made available in electronic form, may be downloaded.^{xiii}

Program Review

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

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

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

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

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

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

- The process for conducting reviews of instructional programs, interdisciplinary programs, career technical education programs, student support services, and administrative support services has been updated to incorporate student learning outcomes and institutional learning outcomes. The appendices for self-evaluation are posted on the Academic Senate homepage.^{xiii}
- The Program Review Committee Chair and Vice Chair meet with faculty and staff within the department, discipline or program that is scheduled for review the coming academic year. At this meeting, guidelines for conducting the self-evaluation process are explained and questions from the program are answered.

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

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

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

- a Program Management course (ET 3) to help students gain the managerial skills needed to oversee a project to completion;
- two new certificates, Digital Media 1 and 2, the result of revisions made to the previous certificate, which was outdated and included an excessive number of requirements;
- a new course, 3D Modeling (ET 25B), which is the result of moving the development of character-modeling skills out of a previous course into a separate course that employs new industry-standard software; and
- two departmental certificates in Game Development and Digital Effects.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan—IIA.2(a), IIA.2(b) and IIA.2(e)

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

- The Student and Institutional Learning Outcomes Committee will establish ways to store the data for all of the assessments in a database system to facilitate and enhance the analysis of data from year to year.
- The College will develop a cohort-based study to assess the achievement of Institutional Learning Outcomes and student satisfaction with academic and student support programs, and explore how such assessment tools could be extended to or adapted for alumni as well.

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

Description—IIA.2(c)

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

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

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

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

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

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

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

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

Evaluation—IIA.2(c)

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

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

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

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

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

Plan—IIA.2(c)

None

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

Description—IIA.2(d)

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

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

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

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

The Basic Skills Initiative

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

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

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

- informing the college community of the findings and significant issues affecting student equity and success;
- disseminating the report to the department chairs and Academic Senate Joint Student Affairs Committee, the Counseling Department, Associated Students, tutoring coordinators, the College Services Committee, and the Curriculum Committee to initiate a broad discussion about strategies for improving student retention and completion rates;
- integrating student learning outcomes with student equity and success; and
- incorporating student equity goals into the update to the *Master Plan for Education*.

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

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

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

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

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

- additional counseling hours for special programs;
- classroom visits to English and ESL classes during which counselors describe characteristics of successful students;
- additional instructional support for students in the areas of developmental English and mathematics;
- additional support for existing tutoring/learning centers in (English) reading by increasing the number of instructional assistants;
- creation of tutoring/learning centers in the ESL and English departments;
- library sessions for Student Success Seminar (Counseling 20) students; and
- onsite counseling at satellite sites for noncredit ESL students interested in taking other college classes.

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

Addressing Learning Styles

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

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

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

- to improve student learning by employing technology that enhances and/or supplements traditional teaching strategies;
- to provide greater flexibility and more convenient access to learning and teaching resources for students and faculty via the Internet and/or campus network; and/or
- to provide students with access to technology commonly used in the industries related to their chosen fields of study.

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

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

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

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

Evaluation—IIA.2(d)

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

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

- establishment of a teaching/learning center to coordinate various basic skills grants and initiatives and to identify and disseminate effective instructional practices across the curriculum;
- focused advising for basic skills students that would direct them into appropriate pre-enrollment activities;
- identification of potential sources of financial aid for developmental students;
- updating and assessing student learning outcomes (as a part of the program review process) to ensure that the needs of developmental students are included; and
- hiring of more faculty specifically trained to teach basic skills classes.

Plan—IIA.2(d)

- Basic Skills Initiative strategies and activities will be extended beyond English, ESL and mathematics to include all disciplines.
- The College will develop initiatives to better address the relationship between learning styles and teaching methods.

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

Description—IIA.2(f)

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

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

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

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

- the District Planning and Advisory Council through the Program Review Committee's annual report;
- the Academic Senate Joint Curriculum Committee, which requires that well-developed course-level student learning outcomes and related assessment tools accompany any request for approval of a new course; and
- the Academic Senate Joint Committee on New Contract Faculty Position Ranking, which, when considering department requests for new full-time faculty, expects to see evidence of authentic engagement in the student learning outcomes cycle.

Evaluation—IIA.2(f)

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

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

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

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

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

Plan—IIA.2(f)

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

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

Description—IIA.2(g)

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

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

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

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

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

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

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

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

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

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

Evaluation—IIA.2(g)

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

Plan—IIA.2(g)

None

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

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

Description—IIA.2(h) and IIA.2(i)

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

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

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

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

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

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

Evaluation—IIA.2(h) and IIA.2(i)

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

Plan—IIA.2(h) and IIA.2(i)

None

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

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

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

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

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

Santa Monica College’s philosophy statement for the Associate in Arts degree, as published in the college catalog,^{xvi} states:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Curriculum Committee and confirms that resources exist to support the new course. A librarian also reviews new distance education courses and informs faculty about the electronic resources available to support the course in the online environment.

The librarians also provide the faculty an opportunity to bring their classes to the Library for a one- or three-hour workshop that focuses on helping students to obtain, evaluate, use and communicate information in various formats. In addition, the Student Success Seminar (Counseling 20) integrates an extensive library orientation into each section. Overall, the Library has seen an increase in the number of instructional sessions. In Fall 2004, the Library offered 159 workshops, a number that had grown to 206 in Fall 2008. The College has also added a new course to the general education curriculum, Reading Media: Acquiring Media Literacy Skills (Communications 2), designed to meet information competency guidelines.

Beyond academic outcomes defined in the first two Institutional Learning Outcomes, the College encourages each of its students to be an ethical and productive citizen. This is reflected in the third and fourth Institutional Learning Outcomes:

Santa Monica College students will:

ILO 3) Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.

ILO 4) Assume responsibility for their own impact on the earth by living a sustainable and ethical life style.

In Fall 2007, a Global Citizenship Task Force, with two co-chairs, one administrator and one faculty member, created the Global Citizenship Initiative. This group, consisting of about 40 faculty, staff, and administrators, engaged in philosophical discussion, research, and professional development exploring the meaning of global citizenship.

Four subcommittees, devoted to discussions of curriculum, international students, study abroad, and international education and commerce, contributed significantly to the definition of what it means to be a global citizen. Consideration of how other colleges, such as Kalamazoo College, have defined the critical skills and knowledge necessary for global citizenship were part of these discussions. A visit from Dr. Jochen Fried of the Salzburg Global Seminar also helped shape thoughtful discussions.

Key issues included distinctions between the terms *international* and *global*, effective ways to make explicit the College's commitment to ecological literacy and sustainability, the positive and negative aspects of globalization, and what constitutes citizenship. By the end of the semester, the Task Force and the Academic Senate agreed on the following definition:

A global citizen is one who:

is knowledgeable of peoples, customs and cultures in regions of the world beyond one's own;

understands the interdependence that holds both promise and peril for the future of the global community; and

is committed to combining one's learning with a dedication to foster a livable, sustainable world.

Global citizenship has been integrated into instructional programs in two ways. First, the Curriculum Committee developed and adopted the Global Citizenship Associate in Arts degree requirement. A student must take one course that meets this requirement. The courses fall under three general areas: American Cultures, Ecological Literacy, and Global Studies. In addition, a student can meet this requirement through participation in service learning associated with a course or participation in a Study Abroad program.

Second, a collegewide curriculum project, related to the Global Citizenship Initiative, has worked to infuse ideas and issues related to global citizenship throughout the curriculum. Through this project, model lesson plans that focus on an idea or issue related to global citizenship were collected from faculty members with expertise in and passion for the subject. These plans will be made available to all faculty members for their use and adaptation in their own courses. The aim of this project is to engage students in discussion of these ideas and issues in many classes, not only those specifically identified as meeting the global citizenship requirement.

To facilitate the infusion of global citizenship throughout the curriculum, the College is using an annual theme as the vehicle for achieving this goal; in 2009, the College adopted the theme of water as an organizing principle. Faculty across disciplines will incorporate the theme of water in a variety of ways that are appropriate to their respective discipline and that support student learning about global interdependence and their role as global citizens. The Photography Department plans to use water as a photographic subject both in classes and for a student competition in the Fall 2009 semester. These photographs will be displayed in the College's photography gallery. English composition faculty plan to use the exhibit of student work as the subject of writing assignments. Their students will be asked to respond in essays to the various representations of water in the exhibit. Political science faculty, on other hand, may approach the topic of water in terms of politics and power. Many faculty have begun to consider ways they might integrate the theme of water into their courses, from the types of readings they select to the types of statistics problems they assign. This will in turn help to highlight ideas related to global citizenship and the relevant Institutional Learning Outcomes as well as the interdisciplinary nature of the curriculum.

In applying these themes, rubrics and outcomes, Santa Monica College, like other community colleges, has found it difficult to determine how well students are able to apply their understanding to subsequent coursework, employment and other endeavors they pursue after

they leave the College. Some departments, like Photography and Health Sciences, are reasonably successful at surveying alumni from their programs. However, the College does not consistently employ this level of tracking consistently primarily due to the difficulty of tracking students who transfer, complete certificates and/or degrees, or simply acquire the skills they need and move back into the workforce.

To address this issue, a state grant was designed to track the performance of transfer students after they left the College. In 1998, a comprehensive survey was administered to students who had transferred to the University of California at Los Angeles, California State University Northridge, Loyola Marymount University, Mount St. Mary's, and the University of Southern California. The questions dealt with their academic and student service experiences at Santa Monica College as well as their subsequent performance at four-year institutions. After the survey was completed and analyzed, focus groups were held at each of the five campuses to obtain qualitative data. Finally, the research team held roundtable discussions with faculty at the College to share their findings and encourage curricular or program changes as deemed necessary.

Their findings were generally positive, indicating that the College's students did, in fact, possess the academic skills needed to pursue their Baccalaureate degrees. For example, the mean grade point average among the Santa Monica College alumni attending the University of California at Los Angeles was 3.32 as compared to 3.21 for students from other colleges. Furthermore, former Santa Monica College students were less likely than their counterparts from other colleges to experience difficulty in adjusting to the four-year institution. On the other hand, a consistent concern of students was feeling unprepared for the amount of writing expected of them after they transferred. It was therefore recommended that more writing be required of Santa Monica College students across the curriculum.

Evaluation—IIA.3, IIA.3(a), IIA.3(b) and IIA.3(c)

Periodic studies have been conducted over the years, but the College does not currently have a systematic methodology for tracking its students and the extent to which they are able to apply the skills they gain at Santa Monica College to their coursework at their transfer institutions, in their employment or in other endeavors. Ongoing collection and analysis of data on particular indicators of success among alumni would provide valuable information for improvement of instructional programs and services.

The College offers a strong general education program with a wide variety of high-quality courses that meet students' varying needs and interests. The strength of the general education program is a direct result of faculty innovation and an effective, thorough curriculum approval process, the combination of which ensures that courses are appropriate for the Associate in Arts general education pattern and reflect collegiate-level standards of academic rigor.

The programs at Santa Monica College also allow students to demonstrate competency using both information and technology. Technology in the classroom is the norm rather than the exception and concepts of information competency and computer literacy are integrated into the

curriculum in many ways: through course content, collaboration with the library faculty, pedagogical methods, and use of computer-based resources and technology for learning.

Student learning outcomes have been developed for all courses, both credit and noncredit. The student learning outcomes for all courses are reviewed and evaluated by the Curriculum Committee and considered when determining whether a course will become part of the general education pattern. Although all courses have assessments for student learning outcomes, the consistent quality of assessment is an area in need of improvement. Each department/program holds periodic meetings to discuss the results of the assessments and how these results can be used to improve the instruction or delivery of services.

The College's Institutional Learning Outcomes highlight what the College wants its students to gain from their experiences at the College and include ethics and effective global citizenship. The courses that satisfy the Global Citizenship Associate in Arts degree requirement directly support the College's Mission, Vision, Values and Goals and its Institutional Learning Outcomes.

In addition, all faculty are encouraged to incorporate ideas and themes related to global citizenship across the curriculum. During the Spring 2009 Institutional Flex Day activities, for example, faculty from a variety of disciplines shared model lesson plans with their colleagues, which incorporated both content and pedagogy that reflected and encouraged global citizenship.

Plan—IIA.3, IIA.3(a), IIA.3(b) and IIA.3(c)

- The Student and Institutional Learning Outcomes Committee and the Office of Institutional Research will work with departments and programs to ensure that the assessments being used are appropriate, yield the information being sought, and are consistent from year to year so that comparisons can be made and sustained and continuous improvement will be achieved.
- The Student and Institutional Learning Outcomes Committee will establish ways to store the data for all of the assessments in a database system to facilitate and enhance the analysis of data from year to year.
- The College will develop a cohort-based study to assess the achievement of Institutional Learning Outcomes and student satisfaction with academic and student support programs, and explore how such assessment tools could be extended to or adapted for alumni as well.

IIA.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Description—IIA.4

All Associate in Arts degrees at Santa Monica College require the successful completion of at least 60 units of coursework beyond the basic skills level, including the general education pattern

and a focused area of study. Per Title 5 requirements, each degree requires completion of at least 18 units in a major or an area of emphasis. The Curriculum Committee reviews all new Associate in Arts degrees proposed by faculty before they are submitted to the California Community Colleges Chancellor's Office for approval and ensures that the degree requires a minimum of 18 units in a focused area of study or interdisciplinary core.

Evaluation—IIA.4

All degree programs require formal study in an area of emphasis in addition to the completion of the general education pattern per the Title 5 requirements.

Plan—IIA.4

None

IIA.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Description—IIA.5

Santa Monica College ensures that students completing career technical education program certificates and degrees meet professional competencies and standards through a variety of methods which include:

- external accreditation through national and state agencies;
- external licensure requirements;
- advisory boards composed of a broad spectrum of business and community partners;
- individual efforts of faculty members to maintain contacts in business and industry;
- faculty and administrator involvement in professional organizations; and
- two-year review cycles for career technical education programs to ensure their vibrancy and that they reflect current workforce needs.

All programs issuing certificates and degrees utilize one or more of these methods to ensure that required competencies and standards are met. Santa Monica College programs rely heavily on advisory boards, composed of professionals in the field, for feedback on the effectiveness of the curriculum to ensure that the courses offered reflect the training needs of the professional world. For example, in developing the Logistics Certificate program, faculty and professionals from around Southern California who are leaders in the field were consulted, and an expert in the field teaches the introductory course.

The advisory board members also provide input about the way a program operates. For example, the Cosmetology Advisory Board recommended that the department institute a dress code to instill in students a sense of professionalism. This recommendation was adopted with great success. In sum, the advisory boards for these programs help ensure that courses and certificates are industry-driven and industry-accepted.

To guarantee that career technical education programs maintain mechanisms for ensuring that industry standards and trends are met, the Program Review Committee and Career Technical Education Committee conducts—for career technical education programs only—a biennial program review process, which takes into consideration industry standards and trends as well as employment data to ensure that the curriculum and programs provide students with the skills necessary for employment and employment retention. In the second and fourth years, the program review process is less comprehensive than in the sixth year, which is also the year in which all courses that comprise the program must be updated.

Three programs providing career technical education certificates or degrees undergo periodic review and accreditation through external accrediting agencies. These programs are Cosmetology (California State Board of Barbering and Cosmetology), Nursing (California Board of Registered Nursing and National League for Nursing Accrediting Commission), and Respiratory Therapy (Respiratory Care Board of California and Commission on Accreditation for Allied Health Education Programs), a program that Santa Monica College offers jointly with East Los Angeles College. These programs maintain their accredited status as follows:

- **Cosmetology** – The California State Board of Barbering and Cosmetology performs unannounced, periodic inspections to maintain status. The last inspection occurred in 2007-2008 and the department passed.
- **Nursing** – The California Board of Registered Nursing re-accredited the College’s Nursing program in 2006, with an interim visit scheduled for 2010 and renewal in 2014. The National League for Nursing Accrediting reaffirmed the program in 2006 with renewal scheduled for 2014.
- **Respiratory Therapy** – The National Board for Respiratory Care (national, voluntary, credentialing agency) requires an annual report which documents the results of college graduates on the Respiratory Care Practitioner licensure examination and Registered Respiratory Therapist credential examination.

Another indicator of program success in meeting standards is demonstrated in the job placement and retention of career technical education students. Job placement and retention indicators along with achievement and completion rates are compiled in the Vocational and Technical Education Act, Core Indicators by Taxonomy of Programs Code. The Core Indicators are accessible to career technical education program leaders through the California Community Colleges Chancellor’s Office website.^{xvii}

Program leaders can review these data to evaluate the deficiencies of their programs and to target areas for improvement. Department chairs are invited to submit funding proposals based on program improvement and expansion plans and Core Indicator enhancements. Participation in

the proposal process has increased in recent years, and Vocational and Technical Education Act funding has enabled programs to enhance instruction, build capacity, and increase the ability of the programs to address new and quickly changing industry standards. The average rate for success amongst the programs at the College is 81 percent on Core Indicator 4, Employment—Performance Trend by College.

The faculty and department chairs have anecdotal evidence of the success of the College's students in their chosen fields. In some cases the faculty have sought out information themselves by administering surveys to alumni of their program. The Chair of the Design Technology Department administered 100 surveys to alumni of the Graphic Design program and discovered that the majority were employed and working in the field as both in-house and freelance designers. Others were pursuing Baccalaureate degrees in Graphic Design. Students reported feeling well-prepared for their pursuits after leaving the College.

However, the College does not consistently collect information from alumni or employers about the extent to which graduates meet and/or exceed technical and professional competencies and standards. Information in those areas that have state board or licensing examinations is more easily attained. For example, the 2008-2009 passing rate for cosmetology students was 98 percent. The passing rate for respiratory therapy students averages between 90 percent and 95 percent; of particular note is the 100 percent passing rate of the most recent groups of students in the Respiratory Therapy program: all 47 students (a very large group) passed the examination on their first attempt. For nursing students, the passing rate for the National Council Licensure Examination was 81 percent in 2007-2008 and nearly 95 percent in 2008-2009.

Evaluation—IIA.5

All career technical education programs now undergo a biennial program review. The advisory committees play an active role in the sustained and continuous program improvement in the occupational areas. Their recommendations are taken seriously and often result in new courses and certificates and departmental practices that support student success.

For those programs in which students must take licensure examinations, such as Cosmetology, Nursing, and Respiratory Therapy, it is fairly easy to determine whether students are prepared for these careers and meet employment competencies. However, for most of the College's career technical education programs, there is no mechanism to assess the level of student preparedness for their chosen occupation.

Much of the information is anecdotal and collected through inconsistent communication with alumni. There is inconsistent tracking of students from certificate or degree to employment and other measures of success. This lack of data is due in part to the wide variety of careers that students pursue, from freelance photographers to Certified Public Accountants to website designers and managers, some of which obviate the need for alumni to contact the College for transcripts or other assistance.

Plan—IIA.5

- The College will evaluate methods and technologies designed to facilitate the College's efforts to collect performance data of Santa Monica College students who have transferred and/or gained employment.
- The College will develop a cohort-based study to assess the achievement of Institutional Learning Outcomes and student satisfaction with academic and student support programs, and explore how such assessment tools could be extended to or adapted for alumni as well.

IIA.6 *The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.*

Description—IIA.6

Santa Monica College ensures that information about its programs is clear and accurate through its college catalog, which is updated annually. Each degree and certificate is described in terms of the purpose, content, and outcomes (such as transfer or career path), that a student could pursue having completed the program/degree. Accuracy of these descriptions is verified through the curriculum process. The Articulation Officer, a faculty member in Counseling, records all of the changes to degrees and programs made through the Curriculum Committee process and updates all related documents. The same documents are used for the college catalog and the descriptions maintained in the Counseling Department and online. Because there is one source for all of this information, there is little room for error.

Each faculty member utilizes the approved course outline of record as the basis for development of the course syllabus. A new faculty member hired to teach Survey of Mass Media Communications (Communications 1), for example, receives the course outline of record and student learning outcomes for the course. Each faculty member is asked to submit his/her syllabus to the department chair at the beginning of the semester to be kept on file in the department. The syllabus is also examined as part of the faculty peer evaluation, conducted at least once every four semesters. It is suggested but not currently required that faculty members list the course student learning outcomes on the syllabi.

In Spring 2007, the Academic Senate Joint Student Affairs Committee undertook the model syllabus project. The twofold purpose of the project was to:

- foster clear instructor-student course communication pertaining to learning outcomes, student outcomes and instructor expectations, and
- provide faculty with a model for building a course syllabus.

The model syllabus, adopted by the Academic Senate in Spring 2009, encourages faculty to include course objectives and outcomes in their individual syllabi.^{xviii}

The College verifies that individual sections of a course adhere to the course objectives and learning outcomes in several ways. Department chairs review the syllabi, which are kept on file, and the new peer evaluation form, updated and implemented in Spring 2009, requires that the evaluator review the syllabus for the class observed to ensure that the instructor adheres to the objectives and outcomes of the course. Finally, assessment of student learning outcomes at the course level helps guarantee that all sections of a given course include the learning outcomes and objectives enumerated in the course outline of record.

Evaluation—IIA.6

The review of course syllabi by department chairs and during the peer evaluation process serve to verify that individual class sections of a course adhere to the objectives and outcomes of that course. In addition, ongoing discussions at the departmental level about pedagogy and student learning outcomes support this consistency across sections. The high quality of the College's courses is reflected in the course-to-course articulations established with the University of California and California State University systems.

Santa Monica College does not currently require that student learning outcomes appear on all course syllabi though some faculty have chosen to include them. Whether or not this practice should be mandatory is under consideration by faculty and Academic Senate leadership. While the descriptions of the degrees and certificates are clear and accurate and widely available, the degree/certificate/program student learning outcomes do not yet appear in the catalog or on the curriculum guides posted online for students.

Plan—IIA.6

- The College will ensure that program-level learning outcomes for all certificates and degrees will be included in the annual catalog, the online catalog, department websites, and in relevant Counseling Department publications.

IIA.6(a) The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Description—IIA.6(a)

The College supports a comprehensive college website which includes the catalog, schedule of classes, and special program information. To ensure students have access to current information regarding transfer requirements, the College's Transfer/Counseling Center encourages students to utilize its website.^{xix}

In collaboration with the Management Information Systems and Enrollment Services departments, the Counseling Department created and implemented a student degree audit program, which checks student transcripts against Associate in Arts degree requirements and provides information on remaining requirements to be met. Educational plans, transcript information, Intersegmental General Education Transfer Curriculum (IGETC) advisement, Associate in Arts degree and Certificate of Achievement information, and all resources for transfer are available online.

Articulation agreements are also available in hardcopy format in all Counseling Department offices and online.^{xx} The College maintains 92 articulation agreements with four-year universities: 23 California State University campuses, 10 University of California campuses, 37 California private institutions, 5 online bachelor programs, 3 international universities, and 14 out-of-state institutions. These agreements include major preparation, general education, course-by-course lists, and transferable-course agreements that are available to students at the Transfer/Counseling Center,^{xxi} or through Articulation System Stimulating Inter-institutional Student Transfer (ASSIST).^{xxii}

Articulation agreements have recently been expanded to include articulation with institutions abroad. The college catalog also includes the policies of Santa Monica College in regard to credit from other colleges, advanced placement examinations, College Level Examination Program, and military service credit. It is the College's policy to grant credit for most courses taken at accredited institutions of higher education. Counselors and Enrollment Services evaluators, in consultation with the appropriate department chair or faculty leader, review courses when there are questions regarding equivalency of courses from other institutions. In addition, the Articulation Officer maintains complete records for course equivalency. These records are maintained electronically so that counselors and evaluators can immediately access the evaluation decisions.

Articulation agreements also come into play when new courses are developed by faculty and reviewed by the appropriate department(s). The Articulation Officer works closely with all teaching faculty on proposals for course revisions or new courses to facilitate articulation. The College determines transferability to the California State University system. Once a course is determined to be transferrable by the College, the transferability to California State University is subject to review by the California State University Chancellor's Office. Community college courses that are transferable to all campuses of the University of California are identified on the University of California Transferable Course List. In the University of California System, the Office of the President initiates this agreement by extending an annual invitation for community colleges to submit courses for review and possible inclusion on the Transfer Course Agreement. It is the Articulation Officer's responsibility to electronically submit, via ASSIST OSCAR (Articulation System Stimulating Inter-institutional Student Transfer, Online Services for Curriculum and Articulation Review), all courses which have been identified by the Articulation Officer and the Curriculum Committee as being appropriate in depth and scope for possible University of California transferability.

To facilitate student and faculty understanding of articulation agreements, the Transfer/Counseling Center also regularly hosts visits by representatives from institutions located nationally (e.g., Columbia University, Cornell, Arizona State University, Hawaii Pacific University and Mount Holyoke), internationally (e.g., John Cabot University, Italy and Middlesex University, England), as well as from the California State University, the University of California, and additional independent institutions. During their visit, representatives from these institutions are available to answer questions about articulation from students and faculty.

Evaluation—IIA.6(a)

Through the hard work and innovation of its faculty and staff, the College is dedicated to sustained and continuous improvement in helping students transfer and achieve a Baccalaureate degree. The Counseling Department engages in ongoing training and professional development related to transfer as well. Because the Articulation Officer works closely with faculty when courses are under development, Santa Monica College courses are rarely denied transferability with the intended institution(s). The College demonstrates its proficiency in transfer year after year, evidenced by the numbers of students who come to the College from outside the district service area with transfer as their goal as well as by the numbers of students who transfer every year.

All academic departments have been asked to post the Transfer/Counseling Center website link on their own department homepages rather than posting their own degree requirements. This ensures that students are always referred to the most recent and accurate information about the College's degrees and certificates as well as transfer and articulation agreements.

Plan—IIA.6(a)

None

IIA.6(b) When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description—IIA.6(b)

Prior to 2003, lack of student demand caused the elimination of a few college courses and programs. However, in Spring 2003, reductions in state funding caused the College to discontinue five programs: Architecture, Public Safety, Recreation, Tourism/Hospitality, and Transportation Technology.

In May 2003, affected students were contacted by counselors, who were each assigned a certain number of student cases so that individual students would receive one-on-one assistance in either finishing the program or determining a way to continue at another institution. Neighboring institutions were contacted to facilitate articulation agreements for transfer of entry-level students.

During Summer 2003, sections of advanced classes were offered to accommodate students near completion of their degrees or certificates. In addition, college staff displayed flexibility in reviewing student petitions pertaining to course substitutions, both for Santa Monica College courses deemed equivalent to particular requirements and for courses from other institutions. Timelines for meeting degree and certificate requirements were extended to facilitate meeting Santa Monica College requirements through courses at other institutions.

The College's Program Discontinuance Policy (Administrative Regulation 5113) was updated and, in December 2008, approved by the Curriculum Committee and Academic Senate. To ensure objectivity, the policy was intentionally reviewed during a time when no programs were being considered for discontinuation. The revised Administrative Regulation explicitly outlines the consultative process that must occur when identifying programs for discontinuance and ensures a collegial process that engages and is responsive to all members of the college community.^{xxiii}

Evaluation—IIA.6(b)

During the last occurrence of program discontinuance, the College took appropriate steps to ensure that displaced students were afforded the opportunity to complete their education in a timely manner. The lessons learned from the program discontinuance were incorporated into counseling and other processes to ensure that students experience a minimum of disruption should program discontinuance occur in the future.

Plan—IIA.6(b)

None

IIA.6(c) The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Description—IIA.6(c)

Santa Monica College represents itself clearly, accurately, and consistently through its publications and college website.^{xxiv} To maintain consistency in representation, the online catalog and schedule mirror those that are published in hardcopy format. The college catalog is updated in its entirety every year. The policy section is reviewed and updated for the schedule of classes four times per year, for each session in which it is published. In 2007-2008, all of the College's administrative regulations were examined by the Academic Senate leadership, Executive Vice President, and Vice President, Academic Affairs. Administrative regulations in need of updating were referred to the appropriate Academic Senate Joint committee. The process for updating these regulations online as changes are made was also reviewed and refined through the use of a participatory governance routing form.

In Summer 2007, the college website was redesigned to provide students, faculty, staff, and the public easier access to critical information about the College, its offerings, and the policies in place. All of the administrative regulations and board policies are online and updated on an ongoing basis.

The College's Management Information Systems Department worked closely with Enrollment Services to develop an online searchable schedule of classes, which has greatly improved the ease with which students identify and locate the classes that meet their needs. Any changes made to course sections are immediately updated in real time in the searchable schedule. In addition, the Office of Enrollment Services issues districtwide emails at the start of every term announcing important information about enrolling, payment of fees, and parking/transportation.

To further improve the College's website, the Academic Senate passed, in Spring 2009, a resolution calling for greater uniformity of presentation of basic department information on all department homepages.

In the 2007-2008 academic year, at the Superintendent/President's request, DPAC formed the Strategic Planning Task Force, which reviewed and recommended updates to the College's Mission, Vision, Values and Goals statements and four Strategic Initiatives that were adopted. These statements and initiatives guide the College's work in changing policy and developing and refining academic programs. The phrase "Changing Lives in the Global Community through Excellence in Education" has become the College's credo and appears prominently on the college website.

Finally, in compliance with the Student-Right-to-Know and Campus Security Act of 1990, Santa Monica College provides completion and transfer data available to all current and prospective students.^{xxv}

Evaluation—IIA.6(c)

While the overhauled college website is a vast improvement over the previous site, improvements are still required, primarily in the website's organization and search function.

Updated annually, the college catalog is a reliable source of information for students regarding policies, procedures, course descriptions, degrees and certificates, special programs, and support services. However, students and staff have reported difficulty in locating needed information because the catalog is currently a static Portable Document Format (PDF) document and thus not user-friendly or compatible with the ways most students use online resources.

Plan—IIA.6(c)

- The Offices of Academic Affairs and Enrollment Development will research software packages to improve the utility of the Santa Monica College online college catalog.
- The College will improve the currency, accuracy and accessibility of the college website.

IIA.7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

IIA.7(a) Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Description—IIA.7(a)

The College addresses conduct codes and related policies through its Mission, Vision, Values and Goals statements, Board of Trustees policies, and administrative regulations. These plans, policies, and regulations are created within the processes of the College's participatory governance committee structure. Through the Academic Senate, faculty take a leading role in the development of policies that impact the learning environment. (See Standard IVA for a description of the College's participatory governance model.)

One such policy is the Statement of Academic Freedom, Board Policy 5210, wherein the importance of distinguishing between personal conviction and professionally accepted views in a discipline and of presenting material fairly and objectively are addressed. The Statement of

Academic Freedom is available to all faculty through the college catalog and the college website.^{xxvi}

In addition, the Academic Senate has adopted a Statement on Professional Ethics, posted in all college classrooms and on the Academic Senate website. This statement addresses a wide variety of ethical issues facing faculty, including those encompassed by the College's Statement on Academic Freedom. Faculty awareness and understanding of this statement are increased through issuance of periodic emails from the Academic Senate's Professional Ethics and Responsibilities Committee.^{xxvii}

New issues of "The Ethical Professor," an internal college journal authored by committee members several times per year, are distributed electronically to all faculty. Each issue discusses a topic related to professional ethics suggested by committee members or by other members of the college community. Past issues of "The Ethical Professor" are archived on the Academic Senate's webpage.^{xxviii}

Students or other members of the campus community who believe an instructor's behavior to be noncompliant with the Statement on Academic Freedom are encouraged to bring informal complaints to the Campus Ombudspersons. The Ombuds Office maintains confidentiality but may, with the student's permission, speak to the professor or direct the student to other resources (e.g., the department chair) as appropriate. The Ombuds Office does not serve as a venue for official notice to the institution, as per the Ombuds Association guidelines. Instead, more serious and/or formal complaints are handled by the College's Human Resources Department.

Students have the right to due process, and the Academic Senate Joint Student Affairs Committee, after much research, developed an Honor Council, one of the first of its kind in the California community college system. A student who believes he/she has been falsely accused of academic dishonesty may request that the case be officially heard by the Honor Board, which is composed of faculty, students and an administrator.

Evaluation—IIA.7(a)

The College strives to ensure the understanding of and adherence to policies regarding academic freedom, integrity and responsibility. The College has a widely-distributed policy on academic freedom, an active Academic Senate committee on faculty ethics and responsibilities, and regularly communicates information on professional ethics to all faculty.

Plan—IIA.7(a)

None

IIA.7(b) *The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.*

Description—IIA.7(b)

Santa Monica College is committed to ensuring that expectations concerning academic honesty are highly regarded by students and the entire college community. To that end, the College purposefully embedded aspects of honesty in two of the Institutional Learning Outcomes:

Santa Monica College students will:

Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.

Assume responsibility for their own impact on the earth by living a sustainable and ethical life style.

To reinforce the importance of academic honesty among students, the Santa Monica College Ombuds Office, established in 1976, has expanded in breadth and scope since its inception. The office provides informal dispute resolution and mediation services, specifically for disagreements that arise between faculty and students. Ombudspersons have a variety of roles and tasks. They gather information; explain college policies such as the grade appeal process and college add/drop rules; have initial responsibility for advising students of the grade appeal process; act as a neutral resource between students and faculty; facilitate communication between interested parties; counsel faculty on how to minimize potential conflict and counsel students on appropriate communication skills when in a conflict situation; refer students to various student services offices when appropriate; and, overall, serve as an informal resource to faculty, students and staff. Students may register complaints at a scheduled appointment, with a phone call, or in an email. Information is kept confidential. The Ombudspersons try to establish harmony between the different points of view and do not take part in formal grievance processes.

The Office of Student Judicial Affairs was created in an effort to centralize the functions exercised by the College's Disciplinary and the Ombuds Office. The College Disciplinary is responsible for upholding Administrative Regulation 4410, the Student Conduct Code, and has initial authority to suspend a student for code violations. The Disciplinary also serves on the Academic Senate Joint Student Affairs Committee, the primary role of which is to maintain and update all administrative regulations that affect students.^{xxix}

In 2006, through the work of the Academic Senate Joint Student Affairs Committee, Santa Monica College became the first community college in California to create an Honor Council and to adopt an Honor Code for all students. The purpose of the Honor Council is to promote academic integrity at the College and to oversee the Honor Code, which stresses honesty, integrity, social responsibility, respect and civility. This is accomplished through education and consultation and by ensuring that students' right to due process is observed. The Honor Council consists of students, faculty, staff and administrators dedicated to upholding the principles of the Honor Code.^{xxx}

The College's Student Conduct Code includes a Code of Academic Conduct that clearly states expectations and consequences of academic dishonesty. These documents are accessible in college publications including the catalog and schedule of classes, may be accessed through the College's website, and are posted in all classrooms. Incidents of dishonesty are handled through the Office of Student Judicial Affairs.

Reports of academic dishonesty are filed with the Disciplinarian, who in turn informs the student and the Ombudsperson of the specific charge; in particularly egregious cases, faculty can refer students to the Honor Board for a hearing; students may also self-refer to the Honor Board if they feel the charge of academic dishonesty is invalid. Once a report is received (from a faculty member, staff member or fellow student) a disciplinary hold is placed on the student's record and a letter is sent to the student requesting an interview. The Disciplinarian conducts an investigation, which consists of interviewing the alleged student violator, potential witnesses, reporting parties and the campus police. Once a determination is made, a student is generally given a written warning, may be removed from a class or activity, or may be suspended or expelled. Administrative Regulation 4410 details the disciplinary process.^{xxx}

Evaluation—IIA.7(b)

The Honor Code and Honor Council are relatively new entities and unique among California community colleges. They provide powerful testimony to the seriousness of Santa Monica College's efforts to discourage dishonest behavior and to foster academic integrity. From Summer 2008 through mid-Spring 2009, the Office of Student Judicial Affairs handled 109 cases of academic dishonesty. During the 2008-2009 academic year, the Honor Board heard 15 cases related to instances of academic dishonesty. The College is working diligently to reduce these numbers by teaching students that ethical behavior is critical for their own success as well as for the success of their communities.

Plan—IIA.7(b)

None

IIA.7(c) Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Not applicable to Santa Monica College.

IIA.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Not applicable to Santa Monica College.

Courses that meet the Global Citizenship Requirement

Anthropology 2	Cultural Anthropology
Anthropology 14	Sex, Gender and Culture
Anthropology 21	Peoples and Power in Latin America
Art 72	American Art History
Art 79	Art Appreciation: Introduction to Visual Culture
Biology 9	Environmental Biology
Business 51	Intercultural Business Communication
Film Studies 7	American Cinema: Crossing Cultures
Communications 10	Journalism, Gender, and Race
Dance 2	Dance in American Culture
Early Childhood Education 11	Home, School and Community
Early Childhood Education 18	Childhood: Culture and Personality
Early Childhood Education 19	Teaching in a Diverse Society
Early Childhood Education 60	Child Observation and Assessment
English 9	Literature of California
English 10	Ethnic Literature of the United States
Environmental Studies 7	Introduction to Environmental Studies
Film Studies 7	American Cinema: Crossing Cultures
Geography 7	Introduction to Environmental Studies
Geography 14	Geography of California
History 10	Ethnicity and American Culture
Music 33	Jazz in American Culture
Music 37	Music in American Culture
Nursing 60	Multicultural Health and Healing Practices
Nutrition 7	Food and Culture in America
Political Science 21	Race, Ethnicity, and the Politics of Difference
Political Science 22	Environmental Politics and Policies
Psychology 18	Childhood: Culture and Personality
Santa Monica College Study Abroad	Various programs offered throughout the world
Sociology 1S	Introduction to Sociology—Service Learning
Sociology 2S	Social Problems—Service Learning
Sociology 34	Racial and Ethnic Relations in American Society
Speech 4	Oral Interpretation: Performing Literature Across Cultures
Speech 7	Intercultural Communication

Selected Standard IIA References

- ⁱ Global Citizenship Course criteria: http://academicsenate.smc.edu/curriculum/global_citizenship.html
- ⁱⁱ Description of the Curriculum Process: http://academicsenate.smc.edu/curriculum/curriculum_process.html
- ⁱⁱⁱ The Office of Institutional Research: compiled data from recent semesters and sessions: <http://www.smc.edu/apps/pubs.asp?Q=1&T=Data%2C+Reports%2C+and+Links&P=187>
- ^{iv} Office of Institutional Research website, Data Available for Program Review: <http://www.smc.edu/apps/docs.asp?Q=Projects/187>
- ^v Santa Monica College Transfer Center website: <http://www.smc.edu/apps/pub.asp?Q=590>
- ^{vi} Faculty-to-Faculty, a guide to assist faculty who are interested in or are currently teaching online: [http://www.smc.edu/projects/37/Distance_Ed/DE2008-2009/Distance_20Ed_20Faculty_20to_20Faculty\[1\].pdf](http://www.smc.edu/projects/37/Distance_Ed/DE2008-2009/Distance_20Ed_20Faculty_20to_20Faculty[1].pdf)
- ^{vii} Distance Education Program's "Best Practices": <http://www.smc.edu/apps/pub.asp?Q=664&B=1>
- ^{viii} Career Center website: <http://www.smc.edu/careercenter>
- ^{ix} Study Abroad Video <http://www.youtube.com/watch?v=897-I9NPFQc>
- ^x Student Learning Outcomes – Course Level: http://www.smc.edu/projects/37/Student_Learning_Outcomes/SLOHandbook_1_Course_Level.pdf
- ^{xi} Student Learning Outcomes Task Force Handbook: <http://www.smc.edu/apps/pub.asp?Q=756&B=1>
- ^{xii} Curriculum Committee forms and procedures: <http://www.smc.edu/apps/pub.asp?Q=662&B=1>
- ^{xiii} Self-Evaluation for Program Review: <http://www.smc.edu/apps/pub.asp?Q=661>
- ^{xiv} Faculty Evaluation Form: <http://www.smc.edu/apps/pub.asp?Q=1683&B=1>
- ^{xv} Institutional Research website: <http://www.smc.edu/apps/Comm.asp?Q=187>
- ^{xvi} Philosophy of Associate in Arts Degree Statement, page 24 of Part I of the 2008/09 Catalog: http://www.smc.edu/projects/191/catalog_part_1.pdf
- ^{xvii} Career Technical Education Program Core Indicator Reports: <http://reports.cccco.edu/Reports/Pages/Folder.aspx?ItemPath=%2fPERKINS+IV&ViewMode=List>
- ^{xviii} Model Syllabus: <http://www.smc.edu/apps/pub.asp?Q=755>
- ^{xix} Santa Monica College Transfer Center website: <http://www.smc.edu/transfer>

- ^{xx} Articulation Information: <http://www.smc.edu/apps/pub.asp?Q=588>
- ^{xxi} Santa Monica College Articulation website: www.smc.edu/articulation
- ^{xxii} Articulation System Stimulating Inter-institutional Student Transfer (ASSIST): <http://www.assist.org>
- ^{xxiii} Administrative Regulations for Curriculum and Instruction (Section 5000):
<http://www.smc.edu/projects/31/AR5000.pdf>
- ^{xxiv} Santa Monica College website: <http://www.smc.edu>
- ^{xxv} Enrollment Statistics: <http://www.smc.edu/apps/page.asp?Q=Institutional%20Research>
- ^{xxvi} Administrative Regulation 5210: <http://www.smc.edu/apps/Pub.asp?Q=823>
- ^{xxvii} Academic Senate's Professional Ethics and Responsibilities Committee:
<http://www.smc.edu/apps/pub.asp?Q=745&B=1>
- ^{xxviii} Past issues of *The Ethical Professor*: <http://www.smc.edu/apps/pub.asp?Q=1583&B=3>
- ^{xxix} Administrative Regulations for Student Services (Section 4000):
<http://www.smc.edu/projects/31/AR4000.pdf>
- ^{xxx} Administrative Regulation 4412, Honor Code/Honor Council:
http://www.smc.edu/projects/283/AR4412_Honor_Code_Honor_Council_Adopted_by_AS_101706.pdf
- ^{xxxi} Administrative Regulation 4411, Santa Monica College Code of Academic Conduct:
http://www.smc.edu/projects/283/AR4411_Code_of_Academic_Conduct_adopted_120908.pdf

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Standard IIB: Student Support Services

Introduction

Santa Monica College has long recognized the vital role student support services play in helping students achieve their academic, career and life goals. The College takes great pride in the breadth and depth of its student services, and continues to expand these services, which focus on access, retention, and student success.

To that end, the **Welcome Center** was established to provide a one-stop resource to assist new students with their course selection and enrollment. Opened in Summer 2004, the Welcome Center, described in greater detail in Standard IIB.3(a), offers a variety of student services including academic counseling, enrollment services, financial aid, introduction to special support programs and campus tours. In addition to the Welcome Center, the College offers a comprehensive array of counseling, enrollment and other student services.

Counseling Programs and Services

- The **Asian American and Native Pacific Islander Serving Institutions** program was recently funded by the US Department of Education. This program, begun in October 2009, will serve a cohort of students with an emphasis on the participation of Asian American, Pacific Islander, and low-income students. The program will provide a range of innovative student support services and instructional strategies designed to help participants complete their Associate in Arts degree or transfer requirement within three years, resulting in a significant increase in the success rate of Asian American, Pacific Islander and low-income students.
- **Black Collegians** is dedicated to promoting and increasing the retention, transfer, academic success, and graduation of students of African descent. The program helps guide students through the transfer process and has helped participants transfer to a variety of prestigious four-year institutions such as Spelman College, Howard University, the University of California at Berkeley, the University of California at Los Angeles, and Stanford University. The program welcomes participants of all ethnic backgrounds.
- The **Career Services Center** offers a full spectrum of employment and career services including job and employment advising, career counseling, job placement, internship placement, and assistance with resume writing and interviewing. The Center houses an extensive library of career resources and computer-based career information systems.
- **CalWORKs**, funded through California's welfare reform program, helps eligible students transition from welfare to self-sufficiency. This includes academic and training support, pre-employment assistance, work-study experiences, financial resources and childcare services.
- The **Counseling and Transfer Services Center** helps students find balance between their academic and other life commitments, guides them in course selection, provides

long-term academic planning, and helps them overcome barriers to success. Counseling services include advising students on certificate, degree, and transfer requirements, reviewing with them important dates and deadlines, and helping probationary and disqualified students regain their status as students in good standing. Transfer services include annual visits from college representatives from more than sixty four-year institutions, campus tours of California colleges and universities, and workshops on the transfer application process and financial aid.

- The **Center for Students with Disabilities** serve students with disabilities who require specialized assistance to succeed in their academic endeavors and to actively participate in mainstream college life. This assistance includes counseling services, technical support (including, for example, alternate media production for sight impaired students, sign language interpreters for hearing impaired students, and test accommodations as needed for any student with documented disabilities) and specialized support classes.
- **Extended Opportunity Programs and Services** provide educational and financial assistance to full-time students who are from low-income families, are first generation college students, or face other barriers to academic success. **Cooperative Agencies and Resources for Education** is a state-funded program that offers educational and financial support services to single parents attending Santa Monica College full-time and receiving Temporary Aid for Needy Families (TANF) funds.
- The **Latino Center** is dedicated to promoting, encouraging and increasing the retention, transfer, academic success and graduation of Latino students. The **Adelante Program** is a support program that focuses on academic achievement, cultural awareness, and personal growth and offers classes that accentuate the Latino experience. All Santa Monica College students, regardless of ethnicity, are encouraged to make use of the Center.
- The **Pico Partnership/On the Move Program**, a joint effort between Santa Monica College and the City of Santa Monica, is designed to provide educational counseling and financial assistance to youth living near the College.
- **Psychological Services** provides a broad range of services including brief individual psychotherapy, crisis intervention, and referral services. The staff work to enhance the personal well-being, psychological and social development, and academic advancement of a diverse student population, thus promoting student retention and graduation.
- The **Scholars Program** is an honors program that offers academic challenges and critical support services to students with at least a 3.0 grade point average and provides priority consideration for transfer admission to a variety of universities including the University of California (at Los Angeles and Irvine), Loyola Marymount University, Occidental College, California State University Pomona, and California State University Northridge.
- **TRIO/Student Support Services and Upward Bound** are federally-funded programs from the US Department of Education that provide educational and financial support services to students who are physically and/or learning disabled, who are from low-

income families, who are first-generation college students (i.e., neither parent possesses a Baccalaureate degree), or who have demonstrated academic need.

- The **Veterans' Resource Center**, which opened in October 2009, assists honorably-discharged veterans and their qualified dependents attending Santa Monica College with academic counseling, peer-tutoring, support groups, workshops and other services.

Enrollment Services

- The **Office of Admissions and Records** provides enrollment and registration services, degree audit and graduation information, and petition processing, all of which contribute to the overall college mission of transfer and degree completion.
- The **Assessment Center** provides testing services, using state-approved, computerized adaptive tests to determine students' English, English as a Second Language, and mathematics proficiency levels. Assessment is an essential tool for evaluating the educational skill levels of students and assisting them in the selection of courses most suited to help them achieve their educational goals.
- The **Financial Aid and Scholarships Office** provides information and applications for federal and state grants, work-study, loans, and fee waivers. Scholarships are also offered, based on a wide range of student achievement and activities.
- The **International Education Counseling Center** offers academic and personal counseling for international students studying at Santa Monica College.
- The **Outreach Program** serves as a bridge between Santa Monica College and local high schools, middle schools, and community agencies to ensure that students experience a smooth transition from high school to college. Outreach provides services such as college and career fairs, recruitment, on-site English and mathematics placement testing, financial aid presentations, and application workshops to over sixty local high schools in Los Angeles County.

Other Support Services and Activities

- **Associated Students** provides opportunities for students to enrich their college experience through active participation in student government and a variety of college clubs.
- The **Athletics Department**, housed under the Office of Student Affairs, affords students the opportunity to play sixteen intercollegiate athletic sports on nine women's teams and seven men's teams.
- **College Police and Safety Services** provides law enforcement, crime prevention, investigation, security, and parking and traffic control services to the college community. The College's sworn police officers collaborate with the college community and local municipalities and local law enforcement agencies to prevent crime and ensure the safety of everyone at the College.

- The **Ombuds Office** acts as a receptive ear, conciliator, mediator, and resource for students encountering difficulties with other students, faculty or administrators. Additional responsibilities include investigating grade disputes and other related issues.
- The **Office of Student Judicial Affairs** serves as a central resource for information regarding student conduct, academic honesty policies and behavior/anger management. The office seeks to solve problems, reach agreements, and address concerns before they escalate into discipline problems.
- The **Health Services Center** provides primary health care services and focuses on promotion of healthy habits and prevention of illness. The Health Center, staffed by registered nurses and health assistants, provides referrals for needed services and health education. Its primary goal is to advocate student self-care and assist students in making informed health care decisions.

One of the most significant changes since the last self-study has been the restructuring of the Student Affairs Division into two areas: Enrollment Development and Student Affairs. Recognizing the importance of maintaining strong and stable student enrollment, the Superintendent/President, who began his tenure during a period of enrollment recovery, promoted the then-Dean, Enrollment Services to the level of vice president, thus creating a new position responsible for all enrollment services including related areas such as Outreach and School Relations, International Education, and Institutional Research.

The Vice President, Enrollment Development is charged with the responsibility for developing enrollment and recruitment strategies for domestic and international students to enable the College to better address its ongoing structural deficit (i.e., the difference between ongoing revenues and ongoing expenditures during a fiscal year), a result of the last budget crisis. The creation of this new position required the restructuring of the Vice President, Student Affairs position and responsibilities, allowing that position to focus on issues pertaining to student success and retention.

Another milestone affecting both student affairs and enrollment development has been the initiation of construction of a new Student Services building. Student services at the College have long been hampered by inadequate and aging facilities scattered throughout the campus in more than twenty locations, deficiencies that were noted by several past accreditation teams. The passage of Bond Measure U in 2002 earmarked funds for the development of a new, comprehensive Student Services building, a rendering of which is shown in Figure IIB-1. Ground was broken in February 2009 for a three-story structure (plus three additional underground parking levels) that will house most of the College's student services along with offices for the Superintendent/President and most instructional and student services administrators.



Figure IIB-1: Artist Rendering of the New Student Services Building

Future occupants of the building are actively involved in the building's interior design. The first floor will house services that cater to the needs of first-time or first-year students including Admissions and Records, the Assessment Center, the Bursar's Office, the Welcome Center, the Center for Students with Disabilities, and the Veterans' Resource Center.

The second floor will be devoted to the College's many counseling/retention programs including the Counseling and Transfer Services Center, the Latino Center, the Black Collegians Program, the Scholars Program, the Career Services Center, Psychological Services, the Office of Student Judicial Affairs, the Ombuds Office, Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education, CalWORKs, federally-funded TRIO programs (Upward Bound and Student Support Services), the International Education Center, and the City of Santa Monica-funded Pico Partnership Program.

The third floor will house the offices of the Superintendent/President, and other administrators. The staff members of both the Offices of Student Affairs and Enrollment Development are confident that the centralization and modernization that the new building affords will dramatically increase the effectiveness of the College's already highly-regarded student services and programs.

In addition to these major changes, the Offices of Student Affairs and Enrollment Development continue to emphasize refinement of enrollment and retention strategies. Some strategies are based on external feedback from past accreditation visits, California Community College

Chancellors Office site visits conducted for categorical programs, and effective practices employed by other colleges throughout the state and country. Others are the result of ongoing internal assessment of services offered to students. Student affairs and enrollment development staff continually seek to improve the services offered to students and, when appropriate, discard less effective strategies or those that have ceased to meet the changing needs of students. New or improved strategies include those designed to:

- **streamline and simplify the enrollment process.** The Office of Enrollment Development has established several new initiatives including a new searchable online schedule, a dynamic enrollment process that eliminates the need for waitlists, and a more responsive financial aid process that allows students to receive their awards much sooner—in most cases, by the first day of a new session.
- **improve student retention.** The College continually works to improve student retention by employing strategies that evolve over time and are developed through a number of planning bodies:
 - In 1999, the College secured a Title III, Strengthening Institutions grant from the US Department of Education that funded several initiatives designed to increase student retention including a computerized student educational plan, a degree audit system, and an improved early alert system.
 - In 2002, the Presidential Student Retention Task Force was formed to develop recommendations for improving student retention, many of which have been implemented including developing alternative course delivery options such as short term courses, enforcing prerequisites, requiring mandatory counseling office visits by students in jeopardy (e.g., probationary students), and instituting mandatory assessment testing.
 - In 2004, a group of faculty and administrators met to develop strategies to improve retention and recover enrollment lost during the previous year's budget crisis. From this group emerged the initial concept of the Welcome Center, a one-stop enrollment/counseling/orientation location, which became the first of its kind among California Community Colleges.
 - In Summer 2005, VIP Welcome Day, an outgrowth of the Welcome Center, was developed. VIP Welcome Day is a highly successful annual event designed to introduce new students and their families to success strategies and inform them of programs, academic departments and student services in a friendly and relaxed environment.
 - In 2007, the College, recognizing that many students had come to rely on web-based services, began redesigning the College's website to ensure that information used by students was accurate, current and accessible.
 - The College retooled its Early Alert program and, beginning in Spring 2008, deployed an online version to improve the efficiency with which instructional faculty identify students who may be experiencing difficulties and refer them to appropriate services.

- **expose students to a variety of proven success strategies.** First offered in the late 1990s, the Student Success Seminar (Counseling 20) is a three-unit, University of California-transferable course which is the second most enrolled course at the College in the fall semesters. More than 100 sections are offered each year. New and continuing students are exposed to a variety of proven success strategies to increase retention.
- **address the needs of basic skills students.** The population of basic skills students at the College has risen dramatically and now represents over 70 percent of the student body. Santa Monica College, along with many other colleges throughout the state, has created a Basic Skills Task Force, charged with identifying needs and developing programs and strategies in response to those needs. One of the most successful efforts, the result of collaboration between the Offices of Student Affairs and Academic Affairs, has been the Basic Skills Counseling Classroom Visitation Project. This joint venture, which includes the Counseling, English, English as a Second Language, and Mathematics departments, allows counselors to efficiently and effectively disseminate information on support services and success strategies to basic skills students.
- **improve the accessibility of online services.** As part of its continued commitment to accessibility, the College now offers an online complement of most student support services, including orientation and counseling, to prospective and continuing students. Online sections of student services instructional programs (including online sections of the Student Success Seminar (Counseling 20) and library services modules) are also offered.
- **ensure accountability and ongoing assessment of all student services.** The primary means of ensuring that student outcomes match student and program intention is through the development of student learning outcomes and assessments for student services programs. As will be noted later in this standard, most of the College's student service programs have developed student learning outcomes and nearly 70 percent have completed initial assessments of those outcomes.
- **continue the College's long-standing commitment to transfer.** For the past 20 years, Santa Monica College has led the state in successful transfers to the University of California system. Significant resources, both financial and human, and a great deal of energy are devoted to helping Santa Monica College students achieve their transfer goals. During a visit to the College in Spring 2009, UCLA Chancellor Gene Block noted that over 10,000 Santa Monica College students have transferred to UCLA in the last 25 years, adding that Santa Monica College students perform on a par with students who begin their academic careers at UCLA.

In sum, Student Affairs and Enrollment Development faculty and staff play a vital role in the College's efforts to better serve the needs of its students and promote their success.

Standard IIB: Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student success, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Description—IIB

As one of the California Community Colleges, Santa Monica College embraces its role as an open access community college serving a wide variety of student populations with diverse educational goals and levels of academic preparedness. Students come to Santa Monica College from the greater Los Angeles area, from throughout the country and from around the world.

As described in Standard I, Santa Monica College students reflect the ethnic diversity of the state as well as diverse ranges of age, socioeconomic status and physical ability. Services provided by the various student services, described in the introduction to Standard IIB, help all students—whether they are first-year freshmen, are recently graduated from high school, or are returning adults—experience a smooth transition from their current situation to the rigors of postsecondary education and become familiar with the tools they may need to succeed.

Outreach services also serve to meet the diverse needs of individuals from the greater Los Angeles area. Outreach services at Santa Monica College are somewhat unique in that the College visits more than sixty high schools throughout Los Angeles County, providing prospective students with placement testing, financial aid presentations and application workshops at their respective high schools. Based on anecdotal evidence from various students, the proactive outreach and nurturing network of support services help both college-bound individuals and those who might never have considered college a viable option to make the decision to attend Santa Monica College.

By offering a wide range of student services, the College strives to meet the varied needs of its student population and takes great pride in the quality and scope of its student support services and the timeliness of their delivery. Ongoing collaboration and dialogue within student services departments further ensures that services effectively address students' evolving needs. Discussions occur at departmental, flex day, and inter-program meetings, where student services personnel discuss student learning outcomes and their success in helping students achieve them. As of Spring 2009, more than 90 percent of the College's student services programs had established student learning outcomes, and more than 68 percent had assessed them. Discussions regarding student access to services and the effect that the services have on student success are carried out regularly through department meetings and, every six years, through the support service programs' participation in the College's program review process. Programs receive an

executive summary report that includes recommendations, areas to be improved and areas that could benefit from additional institutional support.

In addition, external evaluations serve as a means for the College to enhance its programs and services. Many categorical student services programs have designed their own program-specific evaluations, and the College's state-funded categorical programs (Extended Opportunities Programs and Services, CalWORKs, Disabled Students Programs and Services, and Matriculation) received an onsite visit and written report from a team of representatives from other colleges prior to this accreditation review.

Finally, ongoing assessment of changing student needs by staff allows student services to respond quickly and develop strategies to address them. For example, recognizing the growing number of basic skills students, the College implemented mandatory assessment several years prior to the state mandate. The College's current policy requires assessment of all first-time students who enroll in more than six units during their first semester (fall or spring) or who enroll for their second semester not yet having taken the placement tests. The tests are designed to identify mathematics, English, and ESL skill levels, and are used to assist students in their selection of appropriate courses.

Evaluation—IIB

Santa Monica College is proud of its comprehensive range of student services, which provide a supportive learning environment and help guide students through their academic journey whatever their goals or level of academic preparedness might be. Student success is the constant theme and primary motivation of these programs, which consistently strive to meet student needs. Always looking to improve, student services are assessed regularly, both formally and informally, and through systematic student learning outcomes assessment. Thus these programs remain vibrant, effective and responsive to the changing needs of the students.

A triad of research studies conducted by the Office of Institutional Research during Summer 2009 and released in Fall 2009 revealed that the College's student support services are having a significant effect on student persistence, grade point average, and social integration. The first study revealed that students enrolling in the Student Success Seminar (Counseling 20) in their first term were 29.7 percent more likely to persist to the following fall term than students who were not enrolled in the course.

Other student support services were also positively associated with student persistence including:

- a 49 percent higher persistence rate for students who participated in VIP Welcome Day;
- a 32 percent higher persistence rate for students who completed Orientation;
- a 50 percent higher persistence rate for students who participated in Extended Opportunity Programs and Services; and

- an 88 percent higher persistence rate for students who participated in the Scholars Program.

The study also revealed that the strongest predictors of higher first-term grade point averages are participation in the Scholars Program and completing Orientation. Also influencing grade point averages are participation in the Pico Partnership Program, TRIO programs (Upward Bound and Student Support Services), Extended Opportunities Programs and Services, Athletics, and the number of general counseling contacts.

In a separate study that looked at the impact of the Back-to-Success program for probationary students, it was determined that program participants persisted (fall to spring) at dramatically higher rates than students who elected not to participate in a workshop. Furthermore, Back-to-Success participants had lower rates of continuing on probation.

A third study, which looked at the Title V-funded Summer Bridge Program, determined that students who participated in the program tend to benefit socially and affectively. In other words, these students were more likely to feel accepted on campus and connected to campus activities.

Plan—IIB

None

IIB.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Description—IIB.1

Student services at Santa Monica College continually evolve to meet the changing needs of students and the external forces that shape delivery of those services. The College's programs have emerged sometimes as a result of pilot projects or grant-funded initiatives and other times based on requirements developed through legislation. Other innovations, such as the Basic Skills Counseling Classroom Visitation Project, have been developed in response to changing student needs. Regardless of the original cause for the changes, the College continually reviews, improves and refines its services. In fact, the mandate to develop student learning outcomes has served as an impetus to document much of what the College's various student services programs have been doing for years: continuously assessing the quality of the programs based on what students gain or take away from those programs and improving the programs based on those assessments. In every case, the College strives to improve its student services to support its Mission:

Santa Monica College strives to create a learning environment that both challenges students and supports them in achieving their educational goals . . . [and to serve] the world's diverse communities by offering educational opportunities which embrace the

exchange of ideas in an open, caring community of learners and which recognize the critical importance of each individual's contribution to the achievement of the College's vision.

In addition to undergoing a thorough and comprehensive program review every six years, many special student service programs have designed their own program-specific annual evaluations. For example, student services deans and directors, in response to data provided by the Student Equity Committee, analyzed the outcomes from the committee's report to assist them in planning future program changes. One visible improvement has been the sharp decrease in the time it takes for students to receive their financial aid checks. In Fall 2008, program improvements resulted in more than 3,100 checks dispersed on or before the first day of instruction as compared to only 431 checks dispersed within the first three weeks of instruction in Fall 2003.

Another avenue for review is through the California Community Colleges Chancellor's Office assessment of state-funded categorical programs. In 2007, the College completed a written review of its Matriculation, Disabled Students Programs and Services, Extended Opportunity Program and Services and Cooperative Agencies Resources for Education, and CalWORKs programs. These programs were visited by a team of colleagues from other colleges, whose report noted that Santa Monica College provides a comprehensive array of quality services to its students. Other commendations noted by the review team included:

- the College's collaborative, inclusive year-end celebration for students;
- the College's comprehensive Student Equity Plan;
- the range of unique professional development opportunities offered to CalWORKs students;
- the exceptional access provided through the Center for Students with Disabilities;
- the productive partnership between the College's Financial Aid and Extended Opportunities Programs and Services offices, which has resulted in students' needs being met; and
- the variety of programs, services, and other resources that promote student success such as the College's outreach services, the Welcome Center, VIP Welcome Day, Early Alert, the Student Planner, online Student Planning Guide, Student Success Seminar (Counseling 20), Fantastic Fridays (weekly college tours for local high school students), and the Summer Bridge Program.

Furthermore, the College's implementation of new technology enhances the quality and increases accessibility of student support services. For example, many components of the academic counseling process are now administered electronically, including the new, college-developed appointment and tracking system, student educational plan, and the degree audit system, which allows student services personnel to monitor students' academic progress. The

customized scheduling program allows support personnel to schedule advance appointments for students and record drop-in student contacts. The program also provides distinct student contact data for all counseling areas in both a semester and a year-long format. In addition, since the last accreditation visit, the Assessment Center has fully implemented computer-adaptive testing as the sole means for assessing students.

Online services have also contributed to increased efficiency and student access to services. Students now may apply, receive orientation services, enroll, receive counseling services, and purchase textbooks and parking permits online. Whether students take all of their classes onground, online, or a mix of the two delivery methods, they can resolve counseling and admissions issues through online advisement. Such innovations ensure greater accountability and precision and increase the College's ability to track student performance.

Financial aid services have become more accessible as well. The Financial Aid Office has implemented a rolling cart with Internet access, used during peak times to reach students more efficiently. The "BOGmobile" traverses the campus to where students congregate, providing information about Board of Governors fee waivers and the federal financial aid application, thus augmenting the services provided in the Financial Aid Office.

Improvements in support services have also been supported through innovative grant-funded projects, some of which focus on the unique needs of first-time students. For example, a dedicated counseling staff, located in the Welcome Center, provides newly-assessed students with initial advisement services. The Back-to-Success Program, designed for probationary students, has developed procedures that include small group re-orientations, an approach that has yielded statistically significant improvements in retention and persistence rates, thus demonstrating improved quality of service. Originally funded in 2002 by the California Community Colleges Chancellor's Office under the Fund for Instructional Improvement grant program, the Back-to-Success Program was designed to address the alarming number of students on probation: 33 percent of the College's students were on probation in 2002, an all-time high. Although funding for the pilot program ended, the College immediately institutionalized the effort and has continued to develop its principal tenets, adjusting them over the years, resulting in an impressive reduction in the percentage of probationary students from that staggering all-time high of thirty-three percent in 2002 to nine percent in Fall 2008, representing a *decrease of twenty-four percentage points in just seven years*.

As noted by previous accrediting teams, the overall quality of Santa Monica College student services has long been hampered by aging and inadequate facilities. Student services are spread throughout the campus, causing frustration for some new students as they attempt to locate and coordinate support programs. In the last few years, efforts have been made to create clusters of services, resulting in improved delivery. As described in the Introduction and illustrated in Figure IIB-1, the College is in the process of constructing a new Student Services building, which will house the majority of the College's student services programs, providing students with one-stop access to the services they need, at the same time creating a stunning entrance to the campus.

Evaluation—IIB.1

Ongoing evaluation of student services has resulted in a process of continuous change and adaptation, ensuring the College's programs maintain a high level of viability, vibrancy and appropriateness, responsive to changing student needs. Dedicated student services staff, who collaborate regularly, are the mainstay of the evaluation process. Department staff and division meetings, *ad hoc* and joint senate committees, program review, site visits, and the student learning outcomes assessment process all contribute to ongoing evaluation during which concepts and innovations to promote student success are discussed, developed, nurtured and measured by their effect on student learning and success.

The College has also implemented several technology-based and grant-funded innovations. These new systems provide much needed tracking data and serve as a basis for grant funding as well as for ongoing improvement of counseling services.

Although the College's concerted effort toward developing student learning outcomes for its services has resulted in more than 90 percent of the programs having developed student learning outcomes, greater emphasis needs to be placed on assessing those student learning outcomes using appropriate research and data-driven results to effect improvement in their achievement. The College's student services programs are working toward a goal of having 100 percent of the programs assessed by the end of the 2009-2010 academic year.

Plan—IIB.1

- 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.2 The institution provides a catalog for its constituencies with precise, accurate and current information.

The Office of Academic Affairs, in conjunction with the Articulation Officer and the Transfer/Counseling Center, prints and annually updates the college catalog, which includes general information, academic requirements and major policies affecting students.

The catalog is available in print as well as online.¹ While the online version is a static document (via an Adobe PDF file), thus preventing updates, modifications are made regularly to the curricular guide sheets provided by the Articulation Officer and include changes to degree requirements and course transferability.

Both the print and online versions of the catalog have been reorganized. The online version has been separated into four sections, making it easier for users to download.

- Part I includes the Superintendent/President's Welcome; the 2008-2009 Academic Calendar; the College's Mission, Vision, Values and Goals; and general information

about: the College; community support; admissions procedures; orientation and course planning; assessment; fees and tuition; matriculation; and transfer processes (including guides for preparing for transfer, transfer information specific to the University of California and California State University systems and Intersegmental General Education Transfer Curriculum) and articulation agreements.

- Part II includes major requirements, which can also be accessed at the Transfer Center website.ⁱⁱ
- Part III includes descriptions of individual courses (also found in the online class schedule).
- Part IV provides information about: special programs and support services; honors and awards; college policies; rules and regulations; administration and governance structures; and listings of the Board of Trustees, faculty, staff; a telephone directory; campus maps; and an index. The policies portion of the catalog covers: matriculation rights; fees (including refund schedules and tax credits); class auditing; course repetition and re-enrollment; prerequisites and co-requisites; attendance; grades; units; transcripts; probation and disqualification; graduation requirements; a student right-to-know statement (including completion and transfer rates and crime statistics for the college community); college conduct (including the Honor Code and Honor Council); student complaints, hearings, and appeals (including descriptions of the college ombudspersons' functions); the Office of Student Judicial Affairs; academic conduct; disciplinary and program removal appeals; student privacy rights; student records policy information; residency; and campus and community safety.

The process for annually updating the catalog has been revised in recent years to increase the accuracy of the information provided therein and the efficiency of updating the document. Previously, responsibility for updating the catalog was assigned to deans in the Office of Academic Affairs on a rotating basis. The process is now the ongoing responsibility of one dean, who works with a team including the College's Articulation Officer and Associate Dean, Enrollment Services and representatives from the Counseling Department. As a result of this continuity, the catalog is not only updated but is improved and refined.

Sometimes it is necessary to redirect students to other sites to provide precise, accurate and current requirements. The online catalog includes references to websites such as ASSISTⁱⁱⁱ to obtain transfer information or the Counseling Department Articulation website for Associate in Arts degrees and certificates of achievement requirements, which frequently change.^{iv}

In addition to the print and online college catalogs, the College provides information for students and the community through its award-winning class schedule, searchable online class schedule and online Student Planning Guide.^v

Student Complaints/Grievances

Student complaints are handled through a variety of offices, and students have a number of avenues through which to register informal and formal complaints. Students may register complaints about student misconduct with the Office of Student Judicial Affairs. For more egregious concerns, students are directed to the College Police. Faculty file reports of cheating or disruptive classroom behavior with the Office of Student Judicial Affairs, which investigates and takes appropriate action. In Spring 2009, the Office of Student Judicial Affairs handled 225 cases of academic dishonesty, disruptive behavior and similar complaints registered between Spring 2008 and Spring 2009.

Other concerns brought before the Office of Student Judicial Affairs include harassment, threats, fighting, theft, and fraud. After extensive research and in response to students' right to due process, the Academic Senate Joint Student Affairs Committee developed an Honor Council in Fall 2007, one of the first of its kind among California Community Colleges. Students who believe they have been falsely accused of academic dishonesty may have their case officially heard by the Honor Board, which is composed of faculty, students, and administrators.

Students alleging sexual harassment or discrimination by faculty or staff are directed to the Office of Human Resources, which is governed by state and federal mandates. There were nine student complaints of this nature in 2007-2008. Prior to beginning an investigation, students are required to officially register such complaints in writing.

Students may also file complaints with the Ombuds Office, which has existed at the College for more than thirty years and is still unique within the California Community College system. Two full-time faculty members are appointed part-time Ombuds staff. The Ombudspersons follow standards established by the University and College Ombudsmen Association. The Ombuds Office offers a safe, confidential environment in which students may voice their concerns and complaints and receive advice on addressing their problems and learn about college policies and formal processes that they may pursue if the informal ombuds process does not satisfy their concerns. For example, students who contest grades may pursue a formal grade appeal process.

During 2007-2008, the Ombuds Office handled over 200 complaints of various types, the three most common being grade surprise (65 cases); instructor attitude or rudeness (48 cases); and allegations of cheating or disruptive behavior in the classroom (22 cases). Other student issues included requests for a W (withdrawal) after having received a grade, dismissal from a program, technical problems with distance learning classes, and disability considerations.

The Ombudspersons note problems and trends and alert key representatives about them. They also act as a sounding board for many staff and faculty on college policies. They participate in professional development activities and frequently collaborate with the Honor Council and the Academic Senate Professional Ethics and Responsibilities Committee.

Students may choose other routes through which to file complaints. Students dismissed for multiple semesters may appeal the decision through the Counseling Department. In addition, the Office of Admissions and Records has a formal appeals process for administrative decisions

made concerning students' status and fees. Disabled students who are dissatisfied with their accommodations may file a complaint with the 504 Compliance Officer, who officially investigates each case.

Overall, the College offers many opportunities for students to voice their concerns and have them addressed, and ongoing discussions ensure that these concerns are responded to effectively. For example, trends noted in the student behavioral complaints generated a discussion among a variety of campus services and resulted in the formation of the Crisis Prevention Team, composed of key student affairs professionals who educate faculty about warning signs and discuss prevention and intervention strategies with them. The team addresses individual cases quickly and effectively, and it makes recommendations for institutional change as appropriate. The team is currently evaluating the need for an individual to assume case management of international students in need of psychological services.

Evaluation—IIB.2

The Santa Monica College Catalog is a reliable source of information for students regarding policies, procedures, course descriptions, degrees and certificates, and special programs and support services. An indication of its high quality is its proven benefit to other transfer institutions and external organizations that still require printed catalogs as an instrument for their review process.

The current catalog review process has been slightly modified over the last several years with regard to organization and content in both print and online formats. However, there remain some areas for improvement. The process can be further streamlined and its efficiency and effectiveness improved. In its current static (PDF) form, the catalog is neither user-friendly nor presented in a way that students now use online resources. Transforming the catalog into a dynamic document with embedded links will improve the overall effectiveness of the College's website and facilitate students' search for critical information.

The College maintains a number of offices through which students may register concerns, and it scrutinizes trends in student and faculty complaints and grievances. The College responds to such trends by continually developing or refining its policies and procedures, and it is especially proud of unique policies and the councils established to implement them such as the Honor Code, Honor Council, the proactive Office of Student Judicial Affairs and the Ombuds Office. Collectively these efforts represent an efficient and comprehensive process for adjudicating complaints.

Plan—IIB.2

- The Offices of Academic Affairs and Enrollment Development will research software packages to improve the utility of the Santa Monica College online college catalog.

IIB.3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs through a wide variety of activities

IIB.3(a) The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Description—IIB.3(a)

The College offers a broad range of services that support students as they pursue their educational objectives. Programs and services are publicized to students in a variety of ways including through the Santa Monica College website, the Schedule of Classes and program brochures such as the Student Services Calendar, which lists workshops and student services events offered throughout the year. New students receive a personalized welcome letter that provides them with a detailed description of specific and relevant services. In addition, students and parents are invited to attend VIP Welcome Day, held the Friday before the beginning of fall semester. As shown in Figure IIB-2, students and their families have the opportunity to attend informative workshops, meet faculty members in key departments and support services staff, hear administrative presentations, and attend a campus resource fair.

Although the college website is the first point of contact for many students, the Offices of Enrollment Development, Admissions and Records, Outreach, and Financial Aid typically provide initial or subsequent access to the College.

In 2004, partly in response to student retention data, the College created the Welcome Center, designed as a one-stop general resource to assist new students with course selection and enrollment. In 2008-2009, the Welcome Center assisted 16,425 first-year students with their initial enrollment in the College. Originally developed in Summer 2004 as a short-term project to help rebuild student enrollment lost during the 2003-2004 budget crisis, the Welcome Center proved so successful that it has not only remained open but has evolved and flourished over the years to become a vital part of the services designed to inform and integrate new students into the college community and introduce them to the variety of programs and services available to them.

The Welcome Center is a convenient one-stop shop where new students find the information, services and support they need to adjust to college life. During enrollment periods, academic and financial aid counselors, staff from Admissions and Records, and trained student ambassadors are on hand to answer questions and assist new students with admission and enrollment processes.



In addition, the Welcome Center has also provided new students (and their parents) with guided tours of the campus so that when the semester begins, students are already familiar with the location of their classrooms, the many different types of student services available at the College, the bookstore, and places where they can meet with their peers or relax.



This function, now assumed by the Outreach staff, has been an important service of the Welcome Center for the last five years. When enrollment ends, the Welcome Center shifts its attention to student retention, but it continues to stay in touch with new students. For example, the student ambassadors call on new students during their first semester to see if they have any questions and, if appropriate, to invite them to the Welcome Center for individual counseling. This ongoing contact between the College and the students plays a significant role in improving student retention.



Other programs and services have been developed to ensure equitable access to all students including:

- the Back-to-Success Program, created to address the previously high probationary rates, currently nine percent (down twenty-four percent from an all-time high of thirty-three percent), achieved through intensive small-group counseling sessions during which students and the counselor discuss college resources, time management, effective study skills and career planning. Additionally, students placed on probation or disqualified must meet with a counselor in person,

Figure IIB-2: Students and their families attend VIP Welcome Day, August 28, 2009

which allows counselors to accurately assess student academic needs and refer them to appropriate student services.

- the Basic Skills Counseling Classroom Visitation Project, in which counselors visit basic skills classes, providing information to students about the support services available to them.
- special consideration petitions, filed by students regarding course waivers, unit overloads, and course repetitions.
- the online Early Alert program, an efficient computerized communication system for faculty, their students and counselors, which enables faculty to send a letter to students informing them of areas of concern and to refer them to appropriate student services.
- extended evening hours in the Office of Admissions and Records and the Counseling Department, increasing access for students unable to visit during the day.
- the Center for Students with Disabilities, which ensures compliance with the Americans with Disabilities Act standards and ensures access by assisting special needs students with appropriate academic adjustments including test accommodation, provision of specialized equipment (e.g., computer-based modifications), classroom aides and scribes, and academic materials in alternate media.

Many student services are replicated at the satellite sites to ensure that students who do not typically visit the main campus receive vital services such as financial aid, library services and counseling. These services are well-utilized and much-appreciated by students taking classes solely at satellite locations.

To augment onground services, most programs at the College provide extensive online information and assistance to students. For example, since the last accreditation team visit, the Counseling Department has instituted online counseling, which has proven so popular that additional staff hours have been dedicated to it. In 2008-2009, 4,736 online counseling contacts were made. In addition, the number of students using the College's online orientation has tripled over the last eight years, from 7,227 students who were oriented online in 2002-2003 to 24,654 students in 2008-2009.

Furthermore, students taking online classes are afforded the same services as their onground counterparts including access to registration staff, financial aid advisors, academic counseling, and instructional faculty.

Evaluation—II.B.3(a)

Overall, the College effectively ensures equitable access by providing all students, whether they attend classes at the main and satellite sites and/or online, a wide range of support services.

Student services programs distribute surveys, hold focus groups and employ other research methods to ensure that the programs and services effectively meet students' needs. For example, the Financial Aid Office conducted an electronic student survey with over 10,000 email surveys sent to student aid applicants. The student responses were predominately favorable, with fairly high marks given to the office's ability to deliver aid in a timely manner. On a scale of 1 to 10 with 10 being the highest response, 60 percent of the respondents gave a ranking between 7 and 10. Students also said that they were pleased with the way they were treated by the staff (more than 70 percent of the respondents marked "very satisfied," "satisfied," "somewhat satisfied," "neutral" or "not applicable") and 75 percent indicated that the financial aid they received was "very important" in helping them pay for classes, books and daily living expenses.

The Offices of Student Affairs and Institutional Research worked together to examine the impact of some of the programs and courses on student achievement and persistence. As previously described, these studies revealed high persistence rates for students who participated in services such as VIP Welcome Day, Orientation, Extended Opportunities Programs and Services and the Scholars Program. The College plans to continue to conduct similar research to better understand the learning support needs of its students as well as the effectiveness of its student services programs and curriculum.

Meanwhile, the Academic Senate Joint Student Learning and Institutional Outcomes Committee is discussing the feasibility of a cohort study with first-time freshmen (who would be re-assessed at the end of their second or third year at the College), which would aid in determining students' learning support needs as well as the overall institutional effectiveness of curriculum and services.

Plan—IIB.3(a)

- 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(b) The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Description—IIB.3(b)

The College, with its wide range of support services, breadth of courses, and variety of opportunities for active student engagement is able to effect change in several key areas of student development. Students who avail themselves of these opportunities can develop leadership skills, expand their aesthetic sensibilities, and grow psychologically, socially, morally, and intellectually, thus contributing to their communities.

The student activities program offered through Student Life includes the Associated Students Board of Directors, the Inter-Club Council and student organizations. A student trustee is elected to serve as an advisory voting member of the Santa Monica College Board of Trustees. Students are invited to join collegewide committees and participatory governance bodies such as the Academic Senate Joint Student Affairs Committee, the District Planning and Advisory Council (DPAC) and its subcommittees, the Honor Council, and the Grade Appeals Committee.

This year, a newly revised student leadership course was reinstated and offered. This course covers fundamental principles and practical applications of student government organizations. Students have the opportunity to reflect on their leadership and communication styles by creating a personal development plan.

Students also have the opportunity to participate on college committees. Students' participation has increased substantially as a result of extensive recruitment efforts on the part of the Associated Students Board of Directors who also approved a \$200 stipend for student representatives who serve on DPAC, its subcommittees, and Academic Senate joint committees.

The President's Ambassadors, a program consisting of a diverse group of students who serve as student representatives for the Superintendent/President and Associated Students President, has been initiated. The ambassadors serve as peer role models and work with the college community by sharing their experiences with new and prospective students. Ambassadors receive a scholarship based on their individual hours of service.

These student-led activities and organizations allow students' voices to be heard and afford students the opportunity to participate in the College's decision-making processes. Leadership opportunities abound, and civic responsibility is encouraged with student clubs such as Phi Theta Kappa and Alpha Gamma Sigma, whose members are required to perform volunteer work in local communities. Currently, the Associated Students faculty and administrators are developing a more concerted leadership program and to this end reinstated the Student Government class in Fall 2009.

Additional opportunities for students to develop personal and civic responsibility include:

- Constitution Day, originally sponsored by the Associated Students and the Political Science Department in 2008. Representatives from three major political parties addressed key issues of the presidential election and 500 pocket American Constitutions were distributed to students.
- designated activity hours (11:15am to 12:35pm) on Tuesdays and Thursdays, during which students may attend club meetings, events, and special conferences and create innovative programming.
- student clubs that represent common interests and that receive funding for special programs. These clubs enrich the lives of the members and the entire college community. There are more than seventy clubs with student membership numbering from fewer than ten to more than one hundred members.

A sense of civic responsibility naturally leads to a realization of global responsibility and the imperative to act in environmentally sustainable and responsible ways. The College's fourth Institutional Learning Outcome expresses the commitment for students to become aware of environmental issues that directly affect their community. In support of this Institutional Learning Outcome and to demonstrate the larger student body's commitment to sustainability, the Associated Students have added a Sustainability Director to the Associated Students Board of Directors. Additional efforts include:

- a college-sponsored transportation initiative, "Any Line, Any Time," was established to encourage students, staff, and faculty to use the City of Santa Monica's Big Blue Bus lines to reduce traffic congestion and pollution and to ease the College's chronic parking problem. With assistance from the Associated Students, the College negotiated an agreement with the Big Blue Bus that allows all Santa Monica College student, staff and faculty to ride for free by showing their current college identification card. In addition, free shuttle buses transport riders among the main campus, off-site college parking lots, and satellite sites.
- the Center for Environmental and Urban studies, which offers students the opportunity to learn more about the natural and human environment through the Sustainable Works Project, a program jointly-sponsored by the College and the City of Santa Monica. Each semester, at least two hundred students meet in teams for eight weeks to learn about the human impact on the environment.
- the abundance of recycling bins and signs across campus, which encourage environmental responsibility, and a concerted effort to host food vendors on campus who offer healthy choices, fair-trade coffees and organic food.
- development of a Zero Waste Resolution and Policy Guidelines, which are currently being considered by DPAC.

Other Santa Monica College organizations serve to promote students' intellectual, aesthetic and personal development. One such group is the Santa Monica College Associates, a college support group that funds a variety of speakers in the Arts and Sciences. The Associates has sponsored performances and lectures from world-class artists in dance, photography, entertainment, film and music. In recent years, the Associates has brought renowned authors such as Khaled Hosseini, author of *The Kite Runner*, and well-known performers such as the Actors from the London Stage, who perform on stage for students and the community and also lecture and/or conduct master classes for students. The Associates also sponsors the Santa Monica College Distinguished Scientists series, inviting distinguished researchers in the fields of biology, geology, and psychology to speak at the College. Many of these programs are presented on the Eli and Edythe Broad Stage at the College's new Performing Arts Center.

Students' professional and personal development is also enhanced through the many workshops and seminars offered by the College. For example, each semester the Office of Student Affairs produces a calendar of workshops and events designed to address pressing student issues from

stress and time management to managing mathematics anxiety to learning how to deal with university entrance rejections. Similarly, the Career Center offers a variety of internship opportunities, tools for students to explore their career potential, and a bi-annual job fair. An annual professional speakers' forum, Cool Careers, affords students the opportunity to meet with working professionals from a wide assortment of careers and to hear their real-world experiences.

Evaluation—IIB.3(b)

The College is dedicated to empowering its students by teaching life skills and developing civic-mindedness. Opportunities for students' academic, personal, and career development abound. Students can explore their various identities and interests by accessing a variety of specialized counseling services, participating in clubs, attending lectures and completing coursework. Faculty and staff respond quickly to emerging themes and student development needs. The college community is encouraged to contribute innovative and creative ideas when developing programs and services that inspire personal and civic responsibility in students. For example, during an institutional flex day, faculty and staff were asked to generate methods for promoting student development and outcomes.

Enthusiastic student participation in events and activities demonstrates their effect on students' intellectual, aesthetic, and personal development. For example, the Director, Community Relations reported that nearly one hundred students attend each of the various speaker series events sponsored by the Santa Monica College Associates. College-sponsored workshops, fairs and activities are also well-attended by students, and the number of student clubs is growing, a testament to the culture of the College, which embodies and promotes personal and civic responsibility.

Plan—IIB.3(b)

None

IIB.3(c) The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Description—IIB.3(c)

The faculty of the Counseling Department support and lead counseling services in more than twenty unique and varied student support programs. Specialized counseling programs, documented in the *Student Guide to Counseling Services*, address the needs of students facing financial and economic barriers, physical and learning disabilities, childcare concerns, licensing regulations, and federal, state and local program requirements. Additional services or benefits provided to students vary according to the target population and include book vouchers, grants, and childcare services. Students with disabilities have access to a variety of accommodations

provided through the College's Center for Students with Disabilities, where specialized tutoring and other ongoing services are available.

A unique aspect of the College is the rapidity with which counseling and other student support services are able to respond to the changing needs of its students. For example, when counselors recognized the need to provide services designed for the growing population of US veterans returning to school, the College responded by expanding the services offered by the Veterans' Office, renaming it the Veterans' Resource Center and giving the expanded program an entire suite of offices dedicated to serving the more than 500 veterans who now attend the College. In addition, the Center for Students with Disabilities occupational therapist, in conjunction with the local Veteran's Administration hospital, created an innovative program, the first of its kind in the state, which provides special services to veterans with Acquired Brain Injury.

Strong leadership is provided to all counseling units by deans, academic directors, and faculty leaders collaborating to create and maintain a working environment that supports student-centered counseling. For example, the California Community College Counselor Training Program (also referred to as 4C Training Program)^{vi} is an intensive training program offered every spring semester to all prospective Santa Monica College part-time and full-time counselors. (The 4C Training Program has been temporarily suspended due to the lack of new faculty hiring resulting from the ongoing budget crisis.)

Designing and Maintaining Academic Counseling Programs

Since the last accreditation self-study, the Counseling Department has undertaken a number of initiatives to further increase opportunities for student success such as:

- a variety of orientation programs (online, onground and others tailored to specific populations). As previously mentioned, an online orientation program is available to all new for-credit students. Upon completing the online orientation, students are encouraged to meet with a counselor in the Welcome Center to create their first semester plan. The fall VIP Welcome Day is another all-day orientation event for first-time college students and their families. Specialized orientations for new students are also offered through various counseling units including the Scholars Program, International Students Counseling, Extended Opportunities Programs and Services and Cooperative Agencies and Resources for Education (EOPS/CARE), the Latino Center, and the Black Collegians Center.
- the Welcome Center, which assists in easing the transition for first-time students to the College. The Welcome Center staff continues to support new students by providing them access to information about other programs and services that will support them throughout their stay at the College.
- an updated website that offers comprehensive information about the Counseling Department as well as links to specific counseling programs and services at the College including online counseling.^{vii}

- the Transfer Center and Articulation websites that provide detailed information on requirements for available certificates of achievement, Associate in Arts degrees, and transfer institutions, and that allow counselors to verify articulation agreement details.^{viii,ix}
- the recently-revised online Early Alert program that enables instructional faculty to identify underperforming students in their classes and alert them to their lack of progress, suggesting courses of action they might take to improve their class performance. Faculty may also refer students to a counselor, who will assist the student in developing strategies for achieving success in the classroom.
- the Back-to-Success Program, a small group-counseling program designed to assist students on academic or progress probation through intensive, small group counseling sessions and in-person counseling appointments.
- the integration of educational planning and transfer information into the Student Success Seminar (Counseling 20) curriculum. The faculty leader of the Transfer Center visits each class, presenting an overview of the university system and outlining the top seven strategies for success in transferring. A follow-up presentation by a counselor provides an overview of the basics of educational planning including a detailed review of prerequisites and appropriate course sequencing and an explanation of pre-major, general education and elective requirements. After completing an educational planning assignment, students are required to schedule an individual appointment with a counselor allowing the counselor to provide the student with constructive feedback. An estimated 3,000 students per year participate in educational planning through enrollment in the Student Success Seminar.
- the Basic Skills Counseling Classroom Visitation Project, begun in Spring 2008, which is designed to assist developmental or basic skills students, a population of students who are often particularly reluctant to seek the services essential to their success. The intent of the program is to provide targeted outreach to basic skills students and increase their knowledge and awareness of all available counseling services and special programs. Throughout the first six weeks of the semester, counselors conduct 30-minute presentations in most English and ESL basic skills classes. In addition, the counselors provide 18 hours per week of concentrated drop-in counseling in the English writing lab, the Math Lab, and the ESL building.
- the integration of transfer-focused effective practices into all counseling programs. In 1990, Santa Monica College merged its Transfer Center with the Counseling Department, a change that infused general counseling with effective practices from transfer counseling causing a significant cultural shift at the College by formally recognizing Santa Monica College's status as a leading transfer institution.

Counselor Minimum Qualifications and Training

All counselors hired by the College meet or exceed the minimum qualifications defined by the California Community Colleges Board of Governors and the California *Education Code*.

Proper training of counseling faculty is vital for the College to consistently provide the highest quality of service to students in all of its counseling programs. To this end, all new counselors receive the comprehensive *Policies and Procedures Manual*, developed in Fall 2005, and complete an internship and rotation in each counseling services area through the 4C Training Program, which includes six two-hour training sessions on various counseling topics; counselor rotations through student services areas; and regular meetings with an assigned mentor. Topics covered in the training include:

- use of the computer, including mastery of the College's enterprise software system (known as ISIS) and the degree audit program;
- college-specific electronic forms that assist student enrollment (e.g., the Course Substitution form);
- an overview of student populations unique to each counseling program;
- an overview of the Counseling Department's philosophy;
- a review of the Counseling Department's *Policies and Procedures Manual*, with special attention given to policies related to probationary and disqualified students;
- a review of the assessment process including how to evaluate mathematics and English assessment scores and how to administer prerequisite waivers;
- the calculation of grade point averages and eligibility evaluation for academic and progress renewal;
- related counseling services and activities such as campus tours and application workshops;
- sources for student referrals and other college resources; and
- additional resources for information including counseling Outlook email and Public Folders, Bridges (career planning software licensed by the College), ViaTron (the method by which counselors access scanned transcripts), ASSIST, College Source (an online database of catalogs) and the Counseling Department and Transfer Center websites.

Regular training sessions on a variety of topics are provided to the entire counseling staff in conjunction with bi-weekly department meetings, during which counselors are informed of changes to transfer and Associates in Arts degree requirements. In addition, at these meetings,

chairs from the academic programs and their faculty provide updated information about their departments.

Further training devoted to topics requiring in-depth discussion is provided during the fall and spring semester meetings. Counselors are trained on the Degree Audit System, originally developed under a Title III, Strengthening Institutions grant from the US Department of Education, which was designed to help counselors and students monitor and verify the status of students' progress toward achieving their individual goals. In addition, counselors are trained on the online Transcript Evaluation Request system, which allows counselors to submit non-Santa Monica College courses for evaluation for transferability, applicability to the Intersegmental General Education Transfer Curriculum (IGETC) and the Associate in Arts degree. Counselors are trained to do these evaluations themselves; only the most unusual or specialized courses are submitted to the Articulation Officer for evaluation.

Evaluating Counseling Faculty

Critical to maintaining the high quality of counseling services is regular evaluation of counseling faculty. Included is a self-evaluation allowing counselors to evaluate their own effectiveness, professional relationships with colleagues and students, skills, and personal and professional growth. The evaluation process varies according to whether the faculty member is full-time tenured, full-time probationary or part-time. Tenured faculty, including counselors, are evaluated every three years by the department chair or a designated tenured peer and every nine years by a panel consisting of the chair and two tenured peers. Newly hired (full-time probationary) faculty are evaluated in each of their first four years of service. Part-time faculty are evaluated during their first semester and every four semesters thereafter.

Counselors are evaluated for their knowledge, technical skills and ability to connect with students. The evaluation process ensures that counselors are commended for their performance and/or alerted to opportunities for improvement, growth and development. In Fall 2007, a departmental committee of counselors from a variety of student support programs convened to revise the counselor evaluation form. Throughout 2008, counseling faculty enthusiastically collaborated with the Faculty Association in developing an evaluation form that comprehensively and accurately reflects the work of counseling services and that was first implemented in Spring 2009.^x

Evaluation—IIB.3(c)

The Counseling Department continues to emphasize staff training, ongoing assessment, and improvement of its programs to meet the needs of the College's ever-changing student population. Professional counselor training and peer evaluation are critical to maintaining the high quality of counseling services at the College.

The department is committed to evaluating the impact of its services on student achievement (success, retention, persistence, transfer) and on student learning outcomes, particularly those pertaining to affective development as demonstrated in one of the program's student learning outcomes, which states that:

Students will formulate a realistic self-appraisal of their educational status and its relationship to their stated goal(s) as a result of exploration in the counseling session.

The results of a General Counseling Sessions survey, administered in 2007 to students receiving both drop-in and appointment-based counseling, indicated that this outcome is being successfully achieved. Survey results indicated that 87 percent of students believed that, as a direct result of the counseling session, they had a better understanding of their overall educational and career goals. This finding is significant when compared to a Winter 2001 Transfer and Counseling Center student survey of 350 students, reported in the Counseling Department's 2001 program review report, in which only 68 percent of the students reported that they were very satisfied or satisfied with the assistance they received in defining their educational goals.

After reflection and review by the department, this program-level student learning outcome was refined and divided into two separate but related student learning outcomes to more effectively address departmental goals regarding student achievement:

- *Students will identify their math and English course sequences and chart their individual math and English course sequences to achieve their educational goals.*
- *Students will increase self-confidence by formulating a realistic self-appraisal of their educational status and its relationship to their stated goal(s).*

The Counseling Department is presently conducting a multi-layered assessment of the educational planning process, which typically begins during a student's participation in the Student Success Seminar (Counseling 20) and concludes in individual counseling appointments. Assessments include counselor-scored rubrics, a student quiz on educational planning, a student survey evaluating the effectiveness of the educational planning process and instructor feedback. Initial results are promising: 67 percent of the students assessed by counselors in the counseling session demonstrated general proficiency in the ability to chart their English and mathematics course sequences and to conduct a realistic self-appraisal of the time needed to achieve their goals. Slightly less than two-thirds (63 percent) of the students were generally proficient in identifying all applicable courses, units, and prerequisites for their chosen major. Over two-thirds (68 percent) of the students assessed appeared proficient in developing a three semester/session educational plan and classifying courses as meeting General Education, major, prerequisite, or elective requirements.

In addition, the results of the educational planning assessment administered after the educational planning process concluded demonstrated the students' ability to satisfactorily apply what they learned using a fictitious student transfer case. A majority of students demonstrated an understanding of the IGETC requirements, the prerequisites for college-level English and the correct sources of transfer and degree information. The assessment also provided feedback regarding what students felt they needed from student services including more time devoted to course selection and additional time for meeting individually with a counselor. These results are used to inform the Counseling Department's services and improve them based on student need.

These assessment results and others described in Standard IIB.4 indicate that counseling services are effective and responsive to changing student needs. The College is proud of the manner in which support services are initially designed and evolve over time to ensure that all faculty and other personnel engaged in counseling at the College are adequately trained and able to provide students with comprehensive support services of the highest quality.

Plan—IIB.3(c)

None

IIB.3(d) The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Description—IIB.3(d)

Santa Monica College is privileged to serve a highly diverse student population. The College Outreach Program gathers students from the many diverse communities of the greater Los Angeles area and the International Education Center attracts students from around the world. These students, by their very presence, contribute to and strengthen the college culture. Indeed, the College's third Institutional Learning Outcome states that students will:

Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.

The College has developed and supported, over the years, a number of programs that specifically support the College's diverse student body and help educate the college community. For example, the Latino Center and the *Adelante* Program enrich the community by presenting annual collegewide programs highlighting Latino culture. In 2008-2009, during Latino Heritage Month, the cultures of Central and South America and the Caribbean were highlighted through food, music and dance. The program also hosts celebrations of specific holidays such as *Cinco de Mayo* and *Dia de los Muertos*. In addition, the program sponsors on campus a spring Latino/Latina conference for high school students, the theme of which this past spring was "Latinos in Leadership."

The Black Collegians sponsors special events during Black History Month to acknowledge and celebrate the achievements of African Americans and individuals of African descent. In February 2008, the Pan African Support group and the Black Collegians, supported by the Santa Monica College Associates, sponsored one of the individuals documented in "The Lost Boys of Sudan." More than 250 students attended the event, the turnout for which was so great that it had to be transferred to an outdoor facility. Together, the Pan African Support group and the Black Collegians also host an annual conference.

The College was recently awarded a grant from the US Department of Education under the Asian American and Native American Pacific Islander Serving Institutions program to assist a cohort of approximately 300 students with an emphasis on the participation of Asian Americans, Pacific Islanders, and low-income students. The program will include activities designed to recognize and support the cultures of Asian American and Native American Pacific Islander students.

The College holds annual celebrations for students in the various student services programs (i.e., Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education, Center for Students with Disabilities, US Department of Education funded TRIO programs (Upward Bound and Student Support Services), CalWORKs, Athletics, and the City of Santa Monica-funded Pico Partnership Program,) as well as for any students who have earned an Associate in Arts degree or certificate and/or have been accepted for transfer to a four-year institution. These events bring together students with diverse experiences and backgrounds but with one commonality—their success at having achieved their personal academic goals whether those goals are degree or certificate completion, transfer, or the acquisition of new job skills.

Students also enhance their understanding of and appreciation for diversity through participation in the more than seventy student clubs, which aptly represent the College's diverse student population and its varied interests. Through participation in clubs, students develop their own identities and increase their awareness of and appreciation for the unique qualities of others. Impressive and representing a wide range of interests is the variety of students clubs such as the Bike Club, Chemistry Club, Chinese Martial Arts Club, Hillel Club, International Soccer Club, Mathematics Club, Middle Eastern Club, Night Sky Project Club, Phi Theta Kappa, Respiratory Therapy Club, Speech and Debate Club, and Student Veterans Association Club, just to name a few.^{xi}

In addition to sponsoring their own activities and events, which are open to all members of college community, twice yearly, the clubs participate in “Club Row,” a festival of food, music, dance and other activities that highlight the focus of each club. The entire college community is drawn to this exciting event, which tangibly and visibly demonstrates the wealth of diversity that exists at the College and which transforms the College into an international marketplace of ideas.

The promotion of global citizenship, an effort that began as an initiative of the College's Superintendent/President and the Academic Senate, has continued to gain momentum and collegewide influence demonstrated by its inclusion in the College's third Institutional Learning Outcome:

Santa Monica College Students will 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.

The College's Global Council is currently discussing methods for improving the integration of the substantial international student population at the College, thus more fully engaging them in college life and the local community. In addition, the Council seeks ways to increase the number of students from underrepresented populations who participate in study abroad experiences.

These global awareness and global citizenship efforts exemplify how the College's programs support and enhance student understanding and appreciation of diversity. Another is illustrated in a recent change (Spring 2008) to the requirements for the Associate in Arts degree which now include classes designed to increase student awareness of and commitment to global citizenship. The previous degree requirement was limited in its scope, and students met it by taking one course that qualified under the American Cultures requirement. However, now the requirement has expanded and allows students to meet it by taking a course in several categories: American Cultures, Ecological Literacy, Global Studies, Service Learning, or through a Santa Monica College Study Abroad experience.

Global citizenship as a means for enhancing student understanding of diversity has also developed out of the College's study abroad program. The growing program includes annual trips to South Africa as well as a new program to study geography in Central America. In Fall 2008, a group of musical theater students were invited to China to perform music from the quintessentially American art form of the musical theater in honor of the 50th anniversary celebration of Shandong College of the Arts, enabling students to serve as cultural ambassadors. Other study abroad programs include ongoing summer trips to Europe, and new programs are being planned for Turkey, Greece and Egypt. Yet another program being developed will bring student nurses to Mexico. The Associated Students funds \$68,000 in scholarships for students to participate in the College's study abroad programs.

The Santa Monica College Associates, a group of community supporters who sponsor lecture series and other events, lends its support to the College's global initiative by sponsoring a variety of performing and fine arts programs. For example, the Associates sponsors master teachers for the Dance Department, and in Fall 2008, the department offered an exhibition/master class with an expert in Indian dance. The Associates has also funded speakers and demonstrations for a variety of academic departments. For example, one program in psychology hosted an expert in disability issues on the continent of Africa. Another program, the Global Connections Lecture Series, included speakers on topics such as Contemporary Muslim Society in America and Soybeans and Service: Nutrition for the World.

In addition to the aforementioned programs, the College works to ensure that all its new students entering college for the first time are engaged in exploring and understanding diversity by including diversity as a topic of discussion in the Student Success Seminar (Counseling 20). Students learn about each others' cultures through a variety of class assignments. In an exercise, called Lifeline, students describe significant events from their past that have shaped them. For another assignment, called "A Coat Of Arms," students discuss and share their key values with their classmates. Students interact with their peers, learning about each others' cultural and religious values and rites of passages such as *Quinceaneras*, and *Bar and Bat Mitzvahs*. Students also have the opportunity to learn about the experience of being an international student who is navigating the systems of the College and the local community in an effort to adapt to cultural norms and values that may differ from his/her own.

Evaluation—IIB.3(d)

Santa Monica College enhances students' understanding and appreciation of diversity through a deliberately cultivated and deeply-rooted commitment to the belief that the learning environment is enriched and expanded through a celebration and exploration of diversity. The College celebrates diversity in the classroom through curricular innovations and in co-curricular activities and events that complement classroom activities.

The College has developed an ever-widening variety of programs with a global focus that celebrate student diversity beyond the local communities, and participation in these programs has grown since the last accreditation cycle.

Plan—IIB.3(d)

None

IIB.3(e) The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description—IIB.3(e)

The Office of Admissions and Records and the Assessment Center concentrate on enhancement of their services to students, faculty and staff. To this end, an enrollment management meeting is held monthly (or more frequently as needs dictate) to discuss and evaluate enrollment issues. The participants vary depending on the issues under discussion but typically include the Executive Vice President; Vice President, Enrollment Development; Dean, Academic Affairs; Dean, Information Technology; Dean, Counseling and Retention; Associate Dean, Enrollment Services; and Associate Dean, Online Services and Support. The meetings ensure that the various functions work collaboratively, anticipating and resolving enrollment issues related to changing college policies and enrollment procedures, such as parking/transportation guidelines modified to accommodate construction activities or the promotion of new college initiatives or academic programs at the various satellite sites.

Admissions

The Office of Admissions and Records is responsible for all information regarding admission, registration, enrollment and student records. The California Community College mandate specifies that all students who have the capacity and motivation to benefit from higher education should have the opportunity to enroll. Santa Monica College complies with that mandate as an open-enrollment institution that admits any student who has earned a high school diploma or its equivalent, or who is at least 18 years of age. The College's policies and procedures are consistent and in compliance with state and federal regulations. The Board of Trustees approves local policies as determined by California's *Education Code* and *Code of Regulations*, Title 5.

Assessment

At an open-access community college like Santa Monica College, there are no formal admissions testing requirements. However, students are mandated to complete the College's assessment process: new students who have never attended another college are required to take English/ESL and mathematics assessment tests before enrolling in English, ESL, or mathematics classes for the first time or if enrolling in more than six units during their first semester. Management and oversight of the assessment and placement process at the College are the responsibility of the Assessment Center, under the direct supervision of the Associate Dean, Enrollment Services. The Center's primary responsibility is to assess students' reading, writing and mathematics skills when they enter the College. The Center's staff fully understand their charge and they work to ensure that the College adheres to California's *Education Code* and Title 5 standards for professional, ethical standards, and practices for testing. This includes using only assessment instruments approved by the California Community Colleges Chancellor's Office. To ensure that the Assessment Center remains abreast of assessment trends and practices, the Faculty Leader and Student Services Senior Specialist maintain subject currency, are trained and certified to administer tests, and are active in state and national organizations. Formal evaluations of the assessment tools and college cut scores are conducted through the Assessment Center.

Evaluation—IIB.3(e)

To ensure that placement instruments are appropriate for use with the College's student population and that no group is negatively impacted, diverse studies are conducted on a regular basis. The Office of Institutional Research along with the Assessment Center Faculty Leader convene appropriate members of the faculty (e.g., from the English, ESL, and Mathematics departments), administrators, and students to outline and discuss the Assessment Center research agenda. In addition, during the last few years, the Assessment Center Faculty Leader has conducted a series of validation studies addressing such issues as content validity, consequential validity, cut score validity, disproportionate impact, and test bias. This has been accomplished as part of a systematic evaluation process and periodic effort to validate the initial placement processes and adjust them as appropriate and as a means for securing approval for locally managing select instruments. Validation studies were conducted during Fall 2008 and Spring 2009 to maintain effective assessment practices in compliance with state guidelines and regulations.

Plan—IIB.3(e)

None

IIB.3(f) ***The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.***

Description—IIB.3(f)

Santa Monica College maintains student records in full compliance with the California *Code of Regulations*, the Family Educational Rights and Privacy Act (FERPA) of 1974 and the guidelines outlined in the *Education Code* chapter on Retention and Destruction of Records. Class 1 records, which are retained permanently, are scanned and indexed into a secure and confidential database only accessible by Admissions and Counseling staff members.

Although hardcopy records have been scanned and indexed, they continue to be stored in a fire-proof vault protected by a fire extinguishing system. Microfiche, magnetic tape, CD-ROM and computer imaging are utilized to ensure that all records are securely backed-up and available for the reconstruction of transcripts. Class 2 and 3 records, which are no longer required by Title 5 to be physically retained, are imaged, indexed, and destroyed after the approval of the Board of Trustees and in accordance with state destruction policies to ensure the security of student information contained in the records.

Student records maintained on computing systems include sophisticated security provisions for recovery and catastrophic failure. These include network security, server physical security, password policy, backup/recovery plan, and antivirus software protection. Computing data are retained for one month onsite at the College and an additional six months at an off-site location. Computerized student records, residing in an Oracle database, are backed-up each morning. Hardcopy documents, such as incoming transcripts, are scanned into a document imaging system and backed up weekly.

The Associate Dean, Enrollment Services or designee approves access to student data and records to individuals and departments on an as-needed basis. Access to levels of student records information is governed by an employee's individual computer access code and is specific to the needs and functions of staff within that area of the College. These access codes not only limit access to authorized persons but also leave a record of transactions for audit purposes.

Enrollment Services staff who have daily access to student records sign a confidentiality agreement before beginning their employment in the office. Access to more sensitive information requires higher security clearance, which is administered through employees' access

codes. When employees separate from the College or are away for extended periods of time (as in the case of limited-term employees), their access codes are suspended or disabled.

Students gain access to the College's self-service system (the interactive system used by students to enroll, view records, review class schedules, add or drop classes, check fee balances, and look up grades and transcript information and their student records) through the use of a password that corresponds with the student's date of birth. The College is developing a system whereby students may create their own unique passwords used to access the student self-service system to replace the use of birthdates as passwords. The new system will be completely encrypted so that staff members will not have access to student password information.

In addition to securely maintaining student records, the College publishes and follows established policies to govern the release of student records. Each semester, the student's right to privacy information is published in both the print and online versions of the Schedule of Classes and annually in the College Catalog. The College also records, at the time of application or at any time thereafter, students' requests for a FERPA block on their records, which is prominently posted on the systems used by the students.

To help the college community better understand the rules governing student records, security and policies related to the appropriate release of student information, the College recently created a website that outlines these requirements;^{xii} printed and distributed FERPA information cards to faculty, staff and students; and created a handout for parent orientations, which was disseminated during the 2009 VIP Welcome Day. The College has also revised the FERPA Administrative Regulation.

Enrollment Services staff conducted collegewide FERPA training to educate the faculty and staff about their role in protecting student information. Over 100 participants attended the first of many important discussions on the topic. Individual departments have requested further FERPA training to address the specific issues and concerns. The College will also implement mandatory training for all employees by Fall 2010, and the Associate Dean, Enrollment Services has been designated as the College's FERPA Compliance Officer.

Evaluation—II.B.3(f)

The College has always been concerned about the security and confidentiality of student records and has implemented policies and procedures that ensure proper authorization and authentication in the storage and access of student records. The College's Management Information Systems team requires employees to change their network passwords annually to reinforce security. They have implemented the use of Virtual Private Network server access for off-site access to the system to ensure the use of enhanced firewall security.

Imaging and electronic systems may have changed how records are maintained, but the College's commitment to maintaining security for students remains strong. Student records are maintained in individual virtual folders, which contain all petitions, counseling notations, transfer documents, and correspondence from faculty or staff.

Currently, student passwords are initially based on their birth date. Students are urged to change their passwords through the Admissions Office but many do not. The College is in the process of changing password protocols to a more secure method in response to a series of incidents that occurred in 2008-2009, when several students were involuntarily dropped from classes. Internal investigations by Management Information Systems staff revealed that their passwords had been compromised. The College took immediate steps to rectify this breach, helping the affected students change their passwords, reporting the incidents and the audit trails to College Police, and reexamining and securing all potential vulnerabilities. The students responsible for the enrollment breaches were identified and referred the Disciplinarian and College Police. Enrollment Services accommodated the students whose classes were dropped. The new password protocols are in the process of being implemented.

Plan—IIB.3(f)

None

IIB.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Description—IIB.4

Student support services are evaluated through four processes:

- Program Review;
- fulfillment of state and/or federal reporting requirements, applicable to categorically-funded programs such as Extended Opportunity Programs and Services, Disabled Students Programs and Services, and TRIO programs;
- internal evaluations initiated by the program directors; and
- the implementation and assessment of student learning outcomes.

Program Review

All student support services undergo program review once every six years. Service area leaders coordinate a self-study in their area and compose a report by following the Process for Student Support Services.^{xiii} After submitting the self-study report to the Academic Senate Joint Program Review Committee, the program leaders meet with the committee. The committee asks questions to clarify points and compiles an executive summary with commendations and recommendations for program improvement. The report is also submitted to the District Planning and Advisory Council to assist in the budget and decision-making processes.

State and Federal Evaluation

Federal and state-funded or regulated programs must often meet reporting requirements mandated by the agencies that govern them. In March 2008, the College's categorical programs including Extended Opportunity Programs and Services, CalWORKs, Disabled Students Programs and Services and Matriculation were evaluated by the California Community Colleges Chancellor's Office during a two-day Student Services Program Review and Technical Assistance Site Visit. The programs were commended for:

- providing a collaborative, inclusive year-end celebration for students;
- the College's model, comprehensive *Student Equity Plan*;
- the array of unique professional development opportunities offered to CalWORKs students;
- the exceptional access provided to students with disabilities through the College's Center for Students with Disabilities;
- the partnership between Financial Aid and Extended Opportunity Programs and Services in their joint efforts to meet the needs of students; and
- the array of programs designed to promote success such as Outreach, the Welcome Center, VIP Welcome Day, Early Alert, the Student Planner, Counseling 20 (Student Success Seminar), Fantastic Fridays, and Summer Bridge.

The California Community Colleges Chancellor's Office visiting team commented that "Santa Monica College has the benefit of an unusual high number of noted exemplary practices that other schools should take note of."

Similarly, in response to program challenges in the Athletics program, the Vice President of Student Affairs requested a comprehensive review by the Commission on Athletics at the end of the Fall 2009 semester. This review was designed to ensure district compliance on established standards and to prepare the program for the regular Conference Program Review Process with the Commission on Athletics in Spring 2010.

Internal Evaluations

The College takes pride in all its special programs; however, there are several that, due to their exceptional contributions to meeting identified student needs, warrant special recognition.

Transfer: As described in the Introduction to this standard, Santa Monica College continues to send more students to the University of California than any other college or university in the country and has done so for twenty consecutive years. Over the last four years, more than 500 students transferred annually to the University of California, Los Angeles alone. Santa Monica College also sends the largest number of students of African descent to the University of

California. The number of students who transferred to the University of California in 2008-2009 as well as the ethnic breakdown of those transfer students is shown in Figure IIB-3. Combined University of California and California State University transfer numbers also place Santa Monica College at the top in terms of number of transfers. The College is also the number one transfer institution to the University of Southern California.

Students who transfer from the College also perform very well. A new online tool, the University of California StatFinder^{xiv} indicates that Santa Monica College students both persist and have higher grade point averages than the overall population of students who transfer from the California Community College system. As illustrated in Figure IIB-4, Santa Monica College students who transferred in Fall 2000 had:

- higher grade points than students from the entire system both after one year and at graduation (e.g., 3.25 for Santa Monica College students compared with 3.11 for the entire system at graduation);

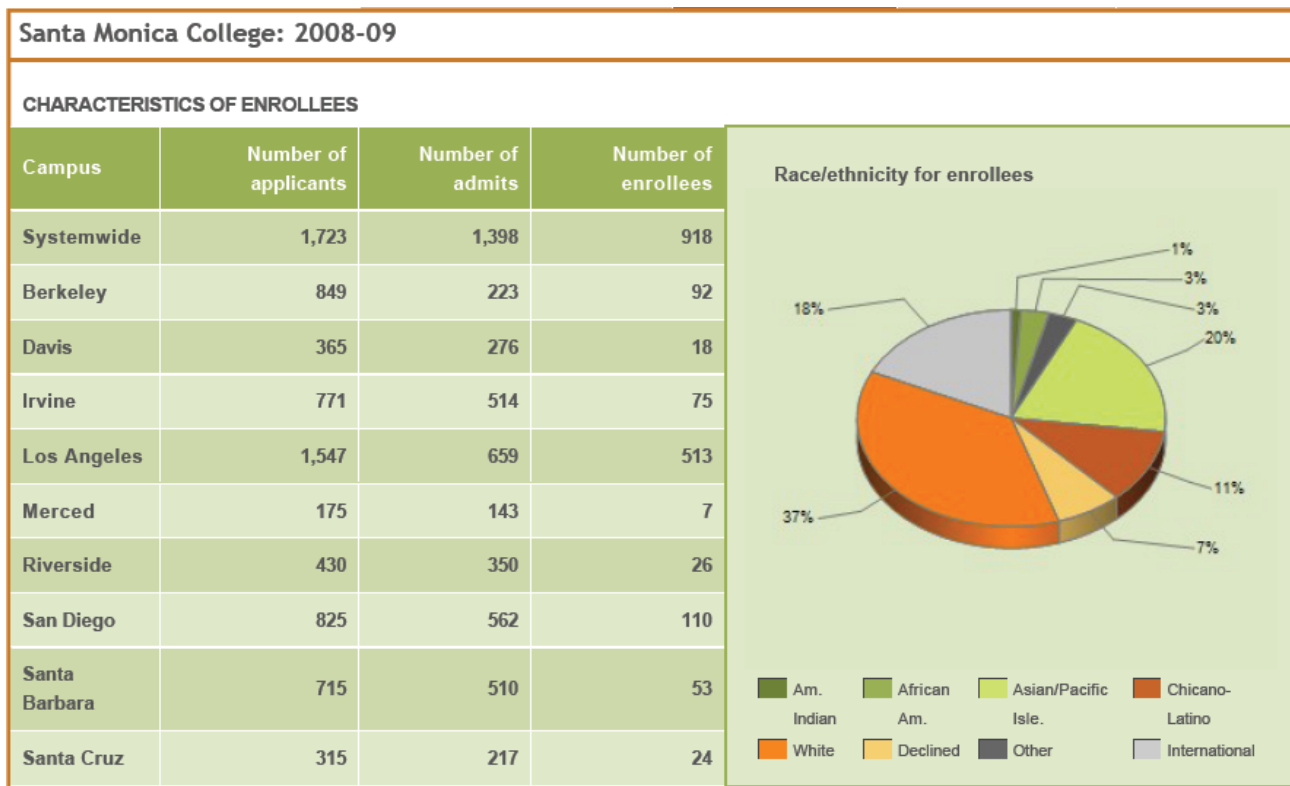


Figure IIB-3: Number and Characteristics of Santa Monica College Students Who Transferred to the University of California in 2008-2009 (University of California StatFinder, statfinder.ucop.edu)

- higher persistence rates one year after transferring (94 percent for Santa Monica College students versus 92 percent for students from the entire system); and
- lower mean time-to-degree (2.4 years for Santa Monica Students compared to 2.5 years for all transfer students in the California Community College system).

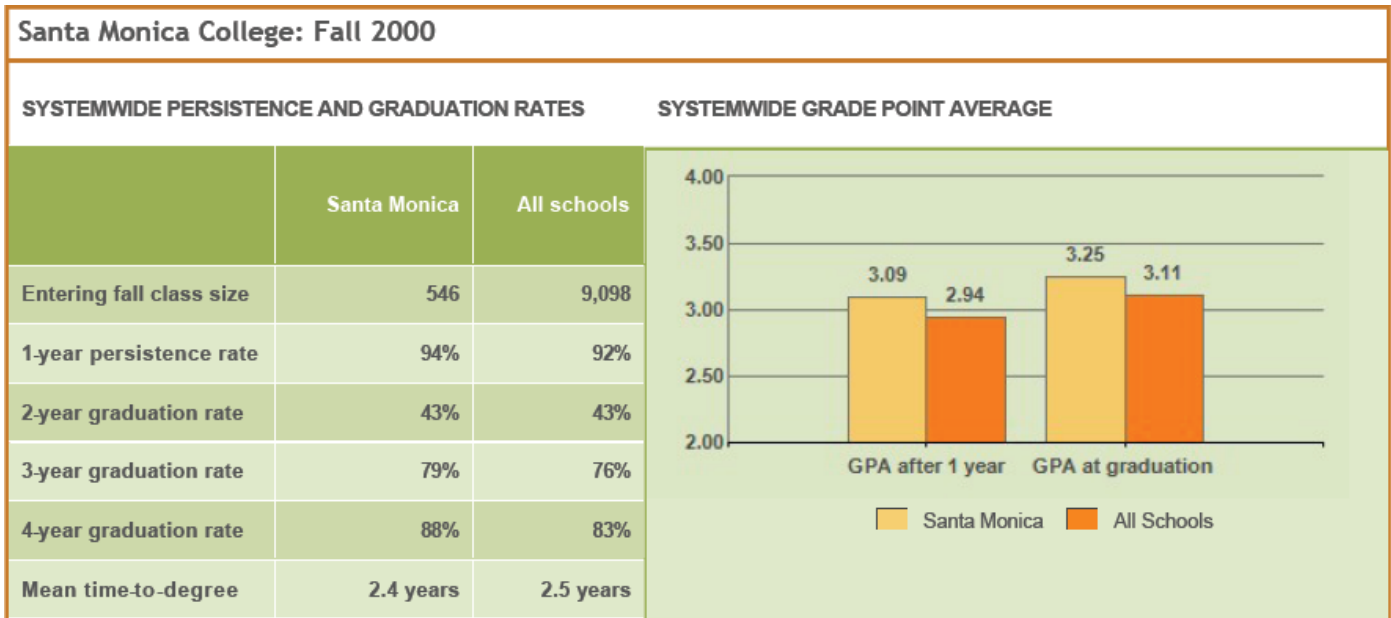


Figure IIB-4: University of California Report on Fall 2000 Transfer Students (University of California StatFinder: statfinder.ucop.edu)

During Spring 2009, Santa Monica College was invited by Alfred Herrera, UCLA’s Assistant Vice Provost for Academic Partnerships, to host UCLA Chancellor Gene Block and several high-level administrators, including the UCLA Director of Admissions and the Director of Financial Aid, for an afternoon devoted to reaffirming the commitment to the transfer process. Chancellor Block and his team met with Santa Monica College faculty and staff for lunch and a roundtable discussion, as well as with students who applied to UCLA for Fall 2009 and program participants from a variety of special programs (Extended Opportunity Programs and Services, the Latino Center, Black Collegians, Scholars, the International Education Center, and leaders of the Associated Students).



Figure IIB-5: UCLA Chancellor Gene Block (right) and Dr. Chui Tsang, Santa Monica College Superintendent/President (center) speak with Santa Monica College Student Reyna Reyes about transferring to UCLA at the Santa Monica College Theatre Arts Main Stage on Wednesday, March 25, 2009. Photo by Fabian Lewkowicz

Chancellor Block remarked that he felt a “different energy” at Santa Monica College and informed the students in attendance that Santa Monica College had transferred over 10,000 students to UCLA in the last 25 years, more than three times as many as any other community college in the nation. He also stated that students from Santa Monica College do just as well academically if not better than those who begin their academic careers at UCLA, and today, nearly seven percent of all UCLA graduates are transfer students from Santa Monica College.

Student Tracking: The student services staff at Santa Monica College has long recognized the need for effectively tracking students who utilize the College’s services, particularly counseling services. In an effort to address this issue, the Counseling Department has worked over the past several years with the College’s Management Information Systems staff to create a computerized appointment system that allows all counseling areas to track students who receive counseling services. This system is now in use by all counseling programs. Consequently, the Counseling Department knows that during the 2008-2009 academic year, 104,994 student counseling contacts were made. The next step in this process will include working with the Office of Institutional Research to gather more evaluative data related to the retention, persistence and

student success of students who receive counseling services and/or are engaged in one of the many special counseling programs. This research project is in the queue for the current academic year and should produce data for analysis within the coming year.

For the last two years, the Counseling Department has also tracked student participation in VIP Welcome Day, relative to the number of participants, the inclusion of family in the event and the subsequent success rates of students. The resulting data revealed that students who participated in VIP Welcome Day experienced a 49 percent higher persistence rate.

Basic Skills Counseling Classroom Visitation Project: Mentioned earlier, the Counseling Department, funded through the College's Basic Skills Initiative, created a Counseling Classroom Visitation Project, the intent of which is to provide targeted outreach to the burgeoning population of basic skills students attending the College, and through the classroom visits, increase students' knowledge and awareness of available counseling services and special programs.

Initial results have been positive indicating that over 90 percent of the students who attended a counselor presentation in Spring 2008 felt that they were more likely to seek a counselor's assistance with educational planning, career exploration, and the services available to help them succeed in their classes. Over 90 percent of the students reported that after the presentation, they were more aware of where and how to get help in managing problems that interfere with their academic pursuits. Survey results from Fall 2008 reflected the same positive outcomes. Over 90 percent of the students responded affirmatively to the aforementioned statements as well as on two additional assessments that focused on students' increased awareness of possible obstacles that affect student success and their understanding of strategies they could employ to become successful students.

The next phase of research will be a comparative study between students who experienced the counselor presentation and those in the same courses who did not. The project will evaluate whether a significant statistical difference exists in the usage of counseling services between the two student groups. The Basic Skills Counseling Classroom Visitation Project has an expansive reach; to date, counselors have conducted presentations in 65 classes during the spring 2008 semester and 95 classes during Fall 2008. Approximately 4,250 students have experienced the presentation in their first or second semester.

Probationary Students, Specialized Interventions: As described in IIB.3(c), the College institutionalized a previously grant-funded program, Back-to-Success, which provides direct intervention and specialized assistance to probationary students.

Student reaction to the program continues to be positive: 98 percent of the probationary students who participated in Back-to-Success sessions in Winter 2007 stated that they would recommend the program to a friend. Survey data collected during the Winter 2008 session demonstrated that, as a result of participation in a Back-to-Success session, eight out of ten students were able to correctly identify the consequences of being on probation and apply strategies for overcoming probationary status. Similarly, results from the subsequent Summer 2008 Back-to-Success

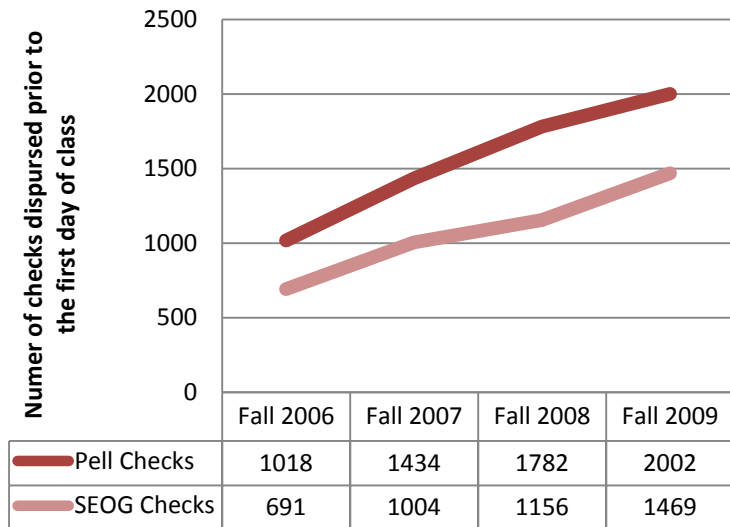
sessions indicate that 80 to 90 percent of the students who participated in a session were correctly able to identify the consequences of being on probation and, perhaps more importantly, between 80 to 90 percent were consistently able to correctly identify and apply various strategies for overcoming probationary status.

As of Summer 2008, approximately 2,800 students were on probation, which represents a 39 percent decrease in the number of probationary students since Summer 2003, when 4,579 students were on probation.

A recent study released by the Office of Institutional Research also revealed that program participants persisted (fall to spring) at dramatically higher rates than students who elected not to participate in a workshop. Furthermore, Back-to-Success participants had lower rates of continuing on probation.

Financial Aid: In Spring 2005, the Financial Aid Office embarked upon a transformation of its operations. Over the course of several years, it has substantially improved both the delivery system and the services to students. As a result, the Financial Aid Office, in the span between 2003-2004 and 2007-2008, significantly increased the number of students receiving aid and the total aid generated. The number of aid recipients rose to over 14,000 for 2007-2008, compared to 8,876 in 2003-2004. The total amount of aid also increased significantly, with over \$20

million of aid being generated in 2007-2008, compared to \$12.5 million in 2003-2004.



The Financial Aid Office has also improved the timing of grants check disbursement to high-need students. Historically, the first grant checks were not mailed until the third or fourth week of the fall or spring term. This was changed in Fall 2006, when the initial checks were disbursed on the first day of the term. This policy remains in place and, as shown in Figure IIB-6, the College now disburses over 3,000 checks by the first day of the fall term. During the spring term, more than 4,000 checks are dispersed before the first day of class. For comparison purposes,

Figure IIB-6: Fall Financial Aid Disbursement, First Payment

the College disbursed only 421 grant checks on the first grant disbursement run of Fall 2003, and these checks were mailed in the third week of the term, too late for many students who were already terminally behind in their classes due to a lack of books.

Extended Opportunity Programs and Services: This program is designed to serve full-time students (i.e., those enrolled in at least 12 units) with language or educational and economic disadvantages. In addition, the program offers a single parent program called Cooperative Agencies Resources for Education (CARE), which provides extra services for single parents with children under the age of 14. The Extended Opportunities Programs and Services staff have worked with the Office of Institutional Research to develop an online “End of Term” survey to assess student needs, learning outcomes and program satisfaction.

Overall, the Extended Opportunities Programs and Services staff consider the program to be “the best in the West,” offering students a comprehensive array of tools designed to help them succeed. This belief is backed by program outcomes indicating an 86 percent persistence rate from Fall 2008 to Spring 2009. In addition, 42 percent of the participants with 12 or more units have a 3.0 GPA or better. A recent study conducted by the Office of Institutional Research also revealed that program participants persist at a fifty percent higher rate than students who do not.

Admissions and Records: Since the last accreditation visit in 2003-2004, the Admissions and Records Department sought ways to use technology to improve communication and ease the application and enrollment process for students. The revised online application process now allows for an electronic signature for students. The Admissions and Records website is an accurate and helpful resource with features such as term-specific dates and deadlines, downloadable forms, open class listings, online transcript and verification ordering, links for faculty and staff information, graduation information, out-of-state student information, housing information, parent Frequently Asked Questions, and Family Educational Rights and Privacy Act information.

A searchable schedule is now included on the main Santa Monica College website, which helps current and potential students review which courses are available. This technology also includes the ability to search by instructor, meeting date/time, campus location, and whether it is an online, onground, or hybrid course. Parking decals may be ordered online through the student self-service system. A roommate finder has been created to help students connect with potential roommates and find affordable housing.

Student Learning Outcomes

The Counseling Department has primarily relied on the student learning outcomes process for collecting and assessing evidence that indicates that student services and programs are meeting student needs. Counseling faculty members in specific service or program areas work together to determine areas that should be assessed and craft unique outcomes that also fit within the mission and goals of the particular student services program/service, or, in the case of instruction, the core requirements of the course. Depending on the outcomes, counseling faculty members then evaluate assessment results to determine what improvements need to be made and the method for realizing those improvements. The cycle of defining, assessing and improving outcomes allows the College to make program and curricular changes that continually and significantly improve student services and outcomes.

Evaluation—IIB.4

Although the mechanisms of program review, internal evaluations and site visits from the California Community Colleges Chancellor's Office have provided the College's student services programs with useful measures of evaluation, the Offices of Student Affairs and Enrollment Development anticipate working more closely with the Office of Institutional Research to design evaluation processes and instruments consistent with effective research practices and designed to effect research-based changes that meet student needs.

However, since the Office of Institutional Research has undergone a period of leadership and staff transition over the past three years, institutional support has not been readily available to provide ongoing or regular research and analysis of student support services. Instead, the programs have relied on the expertise of internal student affairs faculty to create various student program surveys for counseling and, in the case of one, the use of a student quiz to determine students' ability to apply information learned. The same faculty expertise has been relied upon for the development of instruments and assessments for program review purposes and initial student learning outcomes assessment efforts.

Nearly all of the College's student affairs and enrollment development programs have developed student learning outcomes and are in the process of assessing them or designing assessment instruments for them. A student learning outcomes progress grid was created to assist in the monitoring and tracking of all outcomes. As reported previously, 90 percent of student affairs and enrollment development programs have identified student learning outcomes and 68 percent have assessed them. The goal for 2009-2010 is to reach 100 percent in both categories and shift focus to program modification.

Now that the College once again has leadership in the Office of Institutional Research, several research projects are slated for the student services programs. To augment these projects, the Office of Institutional Research has initiated ongoing training workshops designed to assist programs in designing their own methods of assessing student learning outcomes and conducting ongoing improvement of their departments' specific student learning outcomes.

Plan—IIB.4

- 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.

Selected Standard IIB References:

- ⁱ Santa Monica College Catalog: <http://www.smc.edu/apps/Comm.asp?Q=191&menutab=5>
- ⁱⁱ Counseling Department Transfer Center webpage: www.smc.edu/transfer
- ⁱⁱⁱ ASSIST website: <http://www.assist.org>
- ^{iv} Counseling Department Articulation webpage: www.smc.edu/articulation
- ^v Searchable Class Schedule and Student Planning Guide:
<http://www.smc.edu/apps/page.asp?Q=Class%20Schedules&menutab=1>
- ^{vi} California Community College Counselor Training Program (4C Training):
www.smc.edu/counselortraining
- ^{vii} Counseling Department website: <http://www.smc.edu/apps/comm.asp?%241=7>
- ^{viii} Articulation website: www.smc.edu/articulation
- ^{ix} Transfer Center website: <http://www.smc.edu/apps/comm.asp?Q=25>
- ^x Faculty Evaluation Form:
http://www.smc.edu/projects/169/SMC_Employees_Only/Evaluation_Forms/Faculty_Evaluation_Forms/Certificated_Peer_Evaluation_Form.pdf
- ^{xi} Student Clubs website: http://www.smc.edu/associated_students/index_sites/as_clubs.htm
- ^{xii} FERPA website: <http://www.smc.edu/apps/pub.asp?Q=1662>
- ^{xiii} Process for Student Support Services: Appendix C found on the Academic Senate Program Review Website: <http://www.smc.edu/apps/docs.asp?Q=600>
- ^{xiv} University of California StatFinder: <http://statfinder.ucop.edu>

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Standard IIC: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

IIC.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Description—IIC.1

Library

The Library is one of the most heavily utilized facilities on the main campus of Santa Monica College. Severely damaged in the 1994 Northridge earthquake, it underwent extensive remodeling and expansion to 96,000 square feet, reopening in 2003. The Library offers a variety of seating arrangements and study areas that accommodate up to 1,300 students, including 21 group study rooms for six to ten students each, individual study carrels, and tables with data and power. In addition, a multimedia computer classroom designed for library instruction houses 47 workstations, a projector, and an instructor's station. In addition to the main library, two smaller, subject-specific collections are housed at the Bundy site and the Academy of Entertainment and Technology.

The Library houses over 200 personal computers, providing students convenient access to its online catalog, web-based proprietary databases, Internet resources, Microsoft Office software applications, specialized accessibility software such as Zoom Text, Jaws, Kurzweil (Models 1000 and 3000), and workstations compliant with Americans with Disabilities Act requirements. The Library was the first building on the main campus with wireless access and the Library is currently the sole provider of technical support for students experiencing wireless access problems. Through the Library's webpage, students may report such problems by submitting an online form, and a library staff member is on hand to assist them as needed.ⁱ

The Library subscribes to nearly 50 electronic databases, which provide access to over 10,500 full-text periodicals and approximately 19,000 electronic books. In addition, access to 7,300 freely available full-text periodicals is provided, for a total periodical count of 17,800. The

electronic books and databases support the curricular needs of both traditional and distance learning students 24/7. The Library has 103,903 books, 120 print periodical subscriptions, and 1,957 video recordings. Moreover, the reserve collection of 1,766 items offers students short-term access to textbooks and other course materials, and statistics indicate that the reserve collection has twice the circulation of the general collection.

The Library's collections, developed to meet the varied needs of students, faculty and staff, include all levels of materials from basic skills to scholarly. In addition, the popular book and video collections satisfy the leisure reading and viewing tastes of the Library's diverse users.

To support students' curricular needs, the Library furnishes a variety of audio-visual equipment, including television monitors with DVD/VCR players, compact disc players, microform reader/printers, and video text magnifiers that use closed caption televisions. Photocopy machines and networked printers are also available for students to use for nominal fees.

The Library staff consists of one administrator, seven full-time librarians, approximately two full-time equivalent part-time librarians, seven full-time classified staff, and three full-time equivalent student assistants.

During the Library's open hours (70 hours/week), the reference desk is staffed by faculty librarians, who field questions in person, by phone and online. They conduct one- to three-hour bibliographic instruction sessions and teach the library component of Counseling 20 (Student Success Seminar). During 2008-2009, the reference librarians conducted 370 library instruction sessions and answered approximately 43,000 reference questions. Throughout the day, the Library is in constant use by students and faculty and daily visits have steadily increased each year since 2002. The average weekly gate count in 2008-2009 was 29,745 visitors, with daily visitor counts as high as 10,700. The latest high daily visitor count occurred on both the first and second day of the Fall 2009 semester, totaling nearly 2,000 more students than the previous record daily visitor count of 8,500.

The Library faculty are preparing an online orientation designed to benefit both distance learning and traditional students by acquainting them with the Library's abundant resources and by introducing them to the research process. Distance learning instructors will be able to provide a link from their courses to the online orientation.

Over the last six years, the College has generously provided the Library with increased funding for acquisition of materials; total expenditures for library materials for 2007-2008 exceeded \$240,000. The Library's funding includes both college general funds and categorical funds (e.g., Telecommunications and Technology Infrastructure Program, Instructional Equipment and Library Materials, and Lottery).

Tutoring and Learning Resource Centers

To realize its mission "to create a learning environment that both challenges students and supports them in achieving their educational goals," Santa Monica College offers free tutorial services to its students. The aim of these services parallels the Institutional Learning Outcome to

enable students to “acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives” and to “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.”

Located on the main campus and satellite facilities, ten tutoring and learning support centers offer a variety of services to students, including one-on-one and small group tutoring and access to a wide range of instructional materials such as science models and tutorial software programs. In addition to these centers, the College offers limited tutoring to targeted populations in several special programs. The tutoring centers and special program tutoring include the following:

- **Academy of Entertainment and Technology** – Recently opened, the center provides tutoring for students enrolled in English and mathematics classes at this satellite site. The center is open Monday through Thursday, 9am to 4pm.
- **Business/Computer Science and Information Systems** – Tutoring is provided for students enrolled in Business and Computer Science and Information Systems classes. More than 2,700 students are served each year in this location.
- **English and Humanities** – Tutoring for a variety of disciplines including English, art history, and philosophy, is provided in the English and Humanities Tutoring Center, located in Drescher Hall. The center is open Monday through Thursday, 8:30am to 5:30pm, serving approximately 1,400 students each semester.
- **English as a Second Language** – Tutoring is provided to students on a flexible schedule, Monday through Friday, depending on student demand and the availability of the Instructional Assistants. Approximately 3,200 students are served by this tutoring center.
- **The Health Sciences Center** – Located at the Bundy Campus, tutoring services and supplemental course materials are provided to students enrolled in allied health programs. Approximately 200 students are served in this center.
- **Mathematics Tutoring Center** – Located in the Mathematics Complex, this center provides tutoring and supplemental course materials to approximately 1,300 students enrolled in mathematics classes.
- **Modern Language Center** – Located in Drescher Hall, this lab provides tutoring and supplemental course materials as well as academic computing resources for more than 5,600 students enrolled in modern language classes. The Center is open during the day Monday through Friday, limited hours on Saturday (11am to 3pm) and in the evenings Monday through Thursday.
- **Reading Lab and Writing Lab** – These two labs, located on the third floor of Drescher Hall, support students enrolled in English basic skills classes (i.e., below college level).

Students are required to spend two hours a week in the lab, where they have access to tutoring and supplemental course materials.

- **Science Learning Resource Center** – This center, located in the Science building, provides tutoring, supplemental course materials and a computer lab to approximately 1,100 students enrolled in Life and Physical Science courses.
- **Special Program Support Services** – Santa Monica College has several special support services that offer limited tutoring to program participants. The hours of tutoring offered in each program vary each semester based on student need and available funds. These centers include:
 - **Disabled Students Programs and Services/Learning Disabilities Program** – This program provides tutoring in mathematics, English, science and other subjects for students with documented learning disabilities. Approximately 120 students are served in this center, which is located in the Mathematics Complex and provides services Monday through Friday.
 - **Pico Partnership/On The Move Program** – Mathematics tutoring is available to participants in this program, which is funded by the City of Santa Monica.
 - **TRIO Student Support Services** – Tutoring is available in mathematics and English to participants in this program, which is funded by the US Department of Education.
 - **Scholars Program** – Tutoring in English is available to program participants two days a week (Monday and Wednesdays) from 9am to 1pm.
 - **Extended Opportunity Programs and Services** – English, mathematics and science tutoring is available to program participants, Monday through Friday, during flexible hours, based on student demand.
 - **Latino Center/Black Collegians Center** – Tutoring in a variety of subjects including English, mathematics, chemistry and physics is offered three days a week.

The latest tutoring initiative, the Supplemental Instruction program, is funded jointly through a Title V, Hispanic Serving Institutions grant from the US Department of Education and the statewide Basic Skills Initiative. This enhanced peer-tutoring program serves pre-collegiate mathematics and English students, providing student tutors who attend basic skills classes and mentor the students enrolled in those classes.

Computing Resources

Santa Monica College is committed to providing students access to technology and to helping them effectively use that technology to reach their educational goals.

To facilitate learning, students are provided with access to computer labs, networked resources, software and online services. The College provides more than 1,400 computers for students to use. Computing facilities include computer classrooms and drop-in labs, where students work individually on class assignments and utilize standard office, online, and discipline-specific software. Some facilities serve both as classrooms and open labs; for these rooms, the hours of open lab time are posted. The labs are staffed by Academic Computing Instructional Specialists, who ensure that equipment is in good working condition and that student questions are answered promptly and accurately. Student computing facilities are distributed across the main campus and at the Academy of Entertainment Technology, Bundy, and Emeritus College satellite sites.

The computer labs and classrooms house workstations equipped with standard Internet browsers and standard office software applications. Most also include printers, servers, projection systems, scanners, special equipment for users with disabilities, and a wide variety of discipline-specific software applications. These labs are either available to students enrolled in the specified program or are open for use by all students, thus providing easy and convenient access.

The drop-in computer labs, computer-equipped classrooms and mixed computer lab/classrooms are listed in the table below:

DROP-IN COMPUTER LABS		
Campus/Location	Hours of Operation	Number of Workstations
Academy of Entertainment and Technology (AET 234)	M-F, 8am – 10pm Sat, 8am – 5pm	85
Academy of Entertainment and Technology (AET 120)	M-F, 8am – 10pm	10
Bundy Learning Resource Center (Bundy 116)	M-Th, 8am – 5pm	24
Business and CSIS Tutoring (Business 231)	Variable	6
California High School Exit Exam (CAHSEE) Program (Performing Arts Center Campus, Room 210)	Variable	10
Career Center (Library Village)	M-Th, 8am – 5pm F, 8am – 3pm	6
Cayton Center – available to Associated Students members only (Cayton 209)	M-Th, 7am – 9:45pm F, 7:15am – 3pm Sat, 8am – 4pm	112
<i>Corsair</i> -- Student Newspaper (Letters and Science Bldg.)	Variable	17
Counseling Complex (Transfer/Counseling Center)	M-Th, 8am – 7pm F, 8am – 3:30pm	30
Computer Science and Information Systems (Business)	M-Th, 8am – 7pm F, 8am – 3:30pm	100
Emeritus College (Emeritus 208)	Variable	5
Learning Disabilities (Math Complex 75)	M-Th, 8am – 7pm F, 8am – 12 pm	4

DROP-IN COMPUTER LABS		
Campus/Location	Hours of Operation	Number of Workstations
Library	M-Th, 8am – 9:45pm F, 8am – 3:45pm Sat, 11am – 4:45pm	168
Mathematics Tutoring (Math Complex)	M-Th, 8am – 10pm F, 8am – 4pm	9
Modern Languages (available to Modern Language students only) (Drescher Hall 219)	M-Th, 8am – 9:45pm F, 8am – 4pm Sat, 11am – 2pm	55
Science Computer Center (Science Building)	M-Th, 8am – 7pm F, 8am – 4pm	35
Total workstations available in drop-in student computer labs		676

INSTRUCTIONAL COMPUTER CLASSROOMS		
Location/Department	Number of Classrooms	Number of Workstations
Academy of Entertainment and Technology	6	150
Bundy Campus	1	35
Computer Science and Information Systems	7	188
Earth Science	3	50
Library	1	47
Life Science	1	20
Math	1	8
Physics	3	73
Total computer classrooms and workstations available	23	571

COMBINED DROP-IN COMPUTER LAB/CLASSROOM USE	
Computer Lab/Classroom Name (Location)	Number of Workstations
Art Lab (Art 119)	25
Broadcasting (Liberal Arts 170)	10

COMBINED DROP-IN COMPUTER LAB/CLASSROOM USE	
Computer Lab/Classroom Name (Location)	Number of Workstations
Disabled Students High Tech Center (Admissions Complex, SS 103)	8
Emeritus College Computer Lab (Emeritus Rooms 208 and 209)	23
English Computer Classrooms (Two in Drescher Hall, DH 203 and DH 204)	70
Math Basic Skills Lab (Math Complex, MC 72)	8
Music Lab (Performing Arts Campus, Room 203)	9
Nursing Computer Lab (Bundy Campus, Room 334)	8
Photography Lab (Business 231)	27
Reading Lab (Drescher Hall 203)	25
Writing Lab (Drescher Hall 308)	4
Total workstations available	217

All students are eligible for Santa Monica College computer network and email accounts, which allow them access to all open computer labs and/or labs related to their coursework.

Several departments are responsible for supporting student computer resources at the College. The Academic Computing Department operates most computer labs and computer classrooms and is integrally involved in instructional technology planning, budgeting, and implementation of collegewide student computer resources. The Academy of Entertainment Technology and the Library manage their own computer labs and computer classrooms. Academic Computing staff and student workers directly support all other computer labs.

Most computer labs are open five days a week and include evening hours, and a few computer labs are open on Saturdays; one lab in the Business Building is open on Sunday for students enrolled in classes offered by the Computer Science and Information Systems Department. Computer classrooms are scheduled in accordance with standard class scheduling procedures.

Wireless access to the Internet is available in many locations throughout the campus with additional hotspots to be added as funds become available. Wireless access is provided for all students with a valid computer network account.

Reprographic devices are also widely available for faculty, staff and student use. Approximately 50 networked-printers are available in different locations to support student needs. In addition, there are 17 third-party, self-serve copiers for student use. The print and copy system is pay-for-print, and the print management software maintains and restricts printing based on the student's

account balance. The copiers and machines at which students may add cash balances to central print accounts are conveniently located throughout the College.

Computer and technical support is also provided to students accessing alternate modes of instructional delivery including online courses, hybrid courses (which combine both online and onground components), and online supplements to traditional, onground classes. The course management platform used to support all three methods of delivery is eCollege, the third-party vendor contracted to support online instruction. Online supplements to traditional classes are delivered via course shells developed by faculty using eCompanion, an eCollege product. Online class content is delivered via the eCollege platform. Students and faculty using online resources have access to a 24/7 help desk and other support services including access to orientation, counseling and library resources which are fully integrated to ensure equitable access to technology for the distance education community.

Training and technical support for faculty and staff is provided through a variety of avenues and delivery methods. The faculty/staff computer lab, located in the Media Center, houses thirty computers, two scanners, three printers, two Scantron devices and one multimedia development workstation. Academic Computing staff consists of two full-time specialists who provide learning support with instructional technology applications. Support for distance learning faculty is provided by one full-time staff person, who specializes in multimedia development for online courses. Together, this technology staff group provides faculty and staff with an array of support including periodic webinars, face-to-face training, and assistance with the following applications:

- eCompanion (online course management)
- online and hybrid courses
- Element K (online training for faculty and staff)
- email account set-up
- Internet usage
- Microsoft Office suite of software products
- Multimedia content development
- Par Score (electronic grading system)
- Scanning
- Web homepage design (faculty and department)

Evaluation—IIC.1

Library

The Library provides sufficient resources in a variety of formats to meet student learning needs. Through careful planning and thoughtful allocation of its resources, the Library meets the

information needs of students. The Library has deliberately increased the number of electronic books and online periodicals to better meet the needs of all students, including those at satellite locations, off-campus users, and students with disabilities. The results of past student surveys indicate that students are satisfied with the Library and its resources.

Tutoring and Learning

Cognizant of the importance of tutoring services to student success, the College invests significant amounts of human and financial resources in its tutoring program, and it is proud of the wide variety and high quality of tutoring services offered. The College's tutoring programs are comprehensive and accessible, covering almost every academic discipline. In addition, the tutoring coordinators are experienced professionals, trained to meet the needs of the College's student population. All of the tutoring coordinators have at least a Baccalaureate degree in addition to many years of teaching and professional experience.

Santa Monica College finalized the planned physical and organizational decentralization of its major tutoring centers a decade ago. Several benefits of decentralization have been realized. For example, faculty, best positioned to understand and meet the needs of their students, actively participate in the tutoring centers and the physical decentralization of tutoring centers increases students' convenience in accessing services. Based on anecdotal evidence and results of sporadic surveys, it appears that students are generally satisfied with the tutoring services available. The coordinators of the individual tutoring areas are also satisfied with the decentralized model and appreciate the autonomy and flexibility that this model affords them. Indeed, the close relationship between the tutoring coordinators and the lead faculty in the disciplines allows the centers to be flexible and responsive to student needs. Student surveys conducted by the categorically-funded TRIO programs (Student Support Services and Upward Bound) and Extended Opportunities Programs and Services, and the college-funded ESL tutoring program indicate a high degree of student satisfaction. The Learning Resource Centers' wide array of instructional materials is deemed sufficient to meet student needs as well. In sum, as measured by the numbers of students who utilize tutoring services throughout the College and based on anecdotal reports from students and faculty, the tutoring programs are successful in meeting student needs.

While benefits of decentralization have been realized, some problems remain. For example, without a standardized method of collecting data or centralized administrative oversight, comprehensive and uniform assessment of the effectiveness of the various tutoring programs is problematic. Other problems include duplication of resources, and in some cases, reduced hours of service. The lack of centralization sometimes makes navigating the many tutoring services difficult for students. Tutoring centers also have widely different hours of operation; some provide drop-in tutoring while others require appointments. Additional challenges faced within the tutoring centers include limited funding for instructional assistants and inconsistent student and faculty awareness of tutoring services. Across the various centers, weaknesses include inconsistent tutor training, insufficient administrative oversight, and inconsistent evaluation of tutoring staff.

While some members of the college community believe that many of these problems could be ameliorated by uniform administrative oversight of the tutoring centers, some have expressed dissatisfaction with the tutoring services offered, and differences of opinion exist about program effectiveness. The College continues to develop strategies that address the disadvantages of decentralized tutoring while maintaining the advantages. The Academic Senate identified the need to address tutoring and, in Fall 2009, established a tutoring task force to assess the efficacy of decentralized tutoring and possible alternatives.

Computing Resources

Student computer labs at Santa Monica College are heavily used. The current quantity and quality of student workstations appear to be sufficient. The California Community Colleges Chancellor's Office commissioned the Gartner Group, a nationally recognized technology consultant, to develop guidelines for the number and type of workstations that should be provided to each student, faculty member, staff member or administrator. The baseline standard for student workstations is one computer for every 20 Full-Time Equivalent Students. Based on this calculation, there should be at least 1,100 student workstations on campus, and indeed, the College has exceeded that number with a current total of approximately 1,600 student workstations.

The Gartner Group's study also determined the type of software that should be installed and available on student workstations. Again, the College is in full compliance with the study's recommendations for providing students with local network access, access to the Internet, standard office software applications, email, and virus protection software. In fact, many computers on campus provide students with access to additional, subject-specific software. One area that could be improved is wireless access. Currently limited to the Library, the new quad area in the center of campus and the Bundy site, expanding wireless access is being considered by the College's Network Services Department.

In the last three years, computers in the major labs were updated to meet the current technology standards. The College employs a computer cascading plan which reassigns workstations that are no longer useful for high-end users to other users whose needs are less demanding. This redistribution has substantially extended the life cycle of the computers on campus. Detailed information about campus technology and the computer cascading program are described in the *Master Plan for Technology*.ⁱⁱ

Plan—IIC.1

- The College will study the centralization of tutoring and learning resource centers to standardize training, supervision, evaluation, and procedures.
- 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(a) Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Description—IIC.1(a)

Library

Information about student learning needs and the effectiveness of the Library's collection to meet student learning needs is ensured in a variety of ways. Library resources, in a variety of formats, are selected, cataloged, and maintained by professional librarians and paraprofessionals. Standard collection development tools such as published reviews, publishers' catalogs and vendor-supplied collection development resources are used to ensure the quality and appropriateness of the Library's collection. Materials are selected to support the curricular needs of the College. In addition, faculty members contribute input on the selection, evaluation, and ongoing de-selection of materials, both formally (e.g., through resource request lists submitted by faculty, responses to written queries from library staff about materials to de-select, and as a result of presentations made with the intent to solicit input about library holdings) and informally (e.g., during conversations during impromptu meetings and comments made during committee meetings).

The Library keeps abreast of new courses and programs through active participation on the Academic Senate Joint Curriculum Committee. All courses and new programs undergoing the curriculum process are reviewed by a librarian to ensure that the Library has adequate materials to support the courses. In addition, the program review process requires all course outlines be updated through the Curriculum Committee at least every six years. This process provides the Library with information about the changes in curriculum that inform its purchasing decisions. All of the aforementioned activities help to ensure the quality, depth and effectiveness of the Library's collection development process.

The Library uses several methods to determine its effectiveness in meeting the goal of providing adequate print and electronic resources to students, including periodic student surveys, feedback from students using the reference desk, online purchase request forms that facilitate the acquisition of new resources, and ongoing analysis of circulation data. In a recent survey, 66 percent of students agreed or strongly agreed that the Library was adequate in meeting their needs for print and electronic resources.

Tutoring and Learning Resources

Materials are purchased for learning resource centers and tutoring programs based on the recommendations and requests made by the subject-area faculty and staff working in these areas. The main tutoring centers maintain contact with the subject area departments and are cognizant of academic standards and needs. This collaboration ensures that materials meet the needs of students and are adequate for the courses offered. In addition, to increase the ease of materials

recommendation, the Library has created a purchase request form, conveniently accessed from its webpage.ⁱⁱⁱ

Computing

The Academic Senate Joint Information Services Committee, whose members provide technical and faculty expertise, reviews computer hardware and software requests from academic departments. Requests are normally submitted through annual technology plans written by each department. The plans are used to gather information and data that is used to help prioritize technology goals and objectives for the academic departments of the College. The requests include an explanation of the technological needs of the department, proposals for meeting those needs, and the equipment, staffing, and facilities required. The Information Services Committee prioritizes these proposals and forwards recommendations to the District Planning and Advisory Council's Technology Planning Subcommittee for its review. The Information Services Committee gives greater weight to projects necessary for a particular class to be offered (e.g., discipline-specific software used in Computer Science and Information Systems classes or graphic design classes offered at the Academy of Entertainment and Technology).

Student services departments forward their technology requests directly to the Technology Planning Subcommittee, which then prioritizes projects from all departments and programs. Again, this process, driven by input from the teaching faculty, ensures that the equipment and materials purchased support student learning. Leaders of the various Information Technology departments provide input regarding special projects, upgrades to existing systems, and other system and infrastructure maintenance needs that are not included in their regular departmental budgets.

Academic Computing staff are responsible for installing hardware and software upgrades, providing routine maintenance of equipment, and assisting students in the labs. Larger labs have full-time staff assigned to them while smaller labs receive roving support (i.e., support from Academic Computing specialists who visit several labs periodically during their shift).

Evaluation—II.C.1(a)

Library, Tutoring and Learning Resources

The established processes for the selection of materials that support the academic needs of students for both the Library and learning resources are effective. Collaboration between librarians and the teaching faculty and the Library's participation on the Academic Senate Joint Curriculum Committee ensure the quality, depth, and appropriateness of instructional and library materials. Reports on collection use further inform collection development efforts. While the overall effectiveness of these processes is satisfactory, formal assessment tools are necessary to determine how effectively the College is meeting the tutoring and learning resource needs of its students.

Computing

Enhanced planning processes implemented after the previous accreditation self-study have increased the breadth of involvement by all segments of the College. The results of these processes have increased the deployment of technology resources to departments, learning resource centers and instructional computer labs. As a result, technology resources are deployed to the areas determined to have the greatest need.

Academic Computing resources are sufficient for the number of students currently served by the College. To better serve users of its Academic Computing labs, the College needs to evaluate its staffing levels. The backlog of projects is due largely to inadequate staffing, which may result in some users not having access to the tools and resources they need in a timely manner. (Please see Standard IIIC for a fuller description of the institutional technology planning process, which includes the Information Services Committee and District Planning and Advisory Council Technology Planning Subcommittee.)

Plan—II.C.1(a)

- 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.

II.C.1(b) *The Institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.*

Description—II.C.1(b)

The library course and program level student learning outcomes support the College's first two Institutional Learning Outcomes related to information competency, which state that 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 academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

The Library is engaged in ongoing efforts to develop and support student skills in information competency including:

- reference-desk service
- formal for-credit library research courses
- online reference and tutorials

- faculty-requested classroom orientations
- Student Success Seminar (Counseling 20) instructional sessions
- drop-in workshops

Librarians consider each student question an opportunity to improve the student's information competency skills. They assist students in identifying appropriate sources, provide instruction in the use of databases, help them evaluate resources, and instruct students in correct source citation. In addition to these activities, librarians provide assistance to students who use the Library's computer lab to conduct research and write papers.

The Library continues to offer three-unit, one-unit and half-unit courses in library research methods. These transferrable courses provide in-depth instruction for students who wish to acquire advanced research skills. Librarians also teach a component of the Student Success Seminar, which includes orientation to the library catalog and online databases and an introduction to bibliographic citations. The librarians reach over 3,000 students per year in these sessions.

In addition, library faculty conduct over 300 one-hour library instruction sessions each year. These sessions are requested by subject-area faculty and provide students with an introduction to the Library and its resources. Students are taught to use the online catalog and online periodical databases and are shown strategies for evaluating print and online information resources.

Various methods of assessment are used to determine the success of the Library's information competency efforts. To assess library orientations, pre- and post-tests are administered to participants. Student learning outcomes have been developed and assessment is ongoing for the Library's classes. The Library portion of the Student Success Seminar classes includes in-class activities, which are used to assess student learning. Student surveys are administered to help determine user satisfaction with the Library's services (e.g., reference and circulation desk services) and collections. The Library will continue to revise current survey tools with the assistance of the Office of Institutional Research.

Several other projects support students' development of information competency:

- In Fall 2008, a pilot project was initiated to conduct library orientation sessions at the Bundy satellite location to provide students taking classes solely at that location with an overview of library services available and instructions for accessing library materials from the main campus. Instructors who completed a post-orientation survey rated the sessions very highly.
- The Library supports the Life Sciences Department by offering an online tutorial in research methods and information literacy concepts for biology majors.
- A self-paced library online orientation is currently in development to serve on-campus and distance learning students.

Evaluation—IIC.1(b)

The Student Success Seminar (Counseling 20) classes include an in-class assignment on library tools and services, providing immediate feedback to the librarians regarding students' understanding of concepts being presented.

Although general library user surveys indicate satisfaction, the Library needs to address the issue of assessing student learning outcomes for reference service.

Plan—IIC.1(b)

- The Library will develop learning outcomes and methods of assessment for reference service.

IIC.1(c) The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Description—IIC.1(c)

Library

Santa Monica College is committed to providing access to the Library and other learning support services for all students, faculty and staff. It provides access in a number of ways:

- The Library is open six days a week (70 hours per week) in the fall and spring semesters and five days a week (54 hours per week) in the winter and summer sessions.
- Access to the Library's online resources is available 24/7.
- The Library is sensitive to scheduling changes and student needs and modifies its hours accordingly.
- The Library is heavily used; the average weekly gate count is 27,000 users during fall and spring semesters. During the first week of Fall 2009, this number exceeded 30,000 daily visits.
- Access to the collections in the satellite locations varies, depending on staff availability.

The use of print materials in the Library's collection continues to decline with the exception of reserves. Reserve materials (primarily textbooks) experience twice the circulation of all other library materials combined. The Library has decreased the number of paper periodical titles that it subscribes to (from 145 titles in 2004 to 120 titles in 2008). However, this decrease is offset by the increased access to online periodical titles, now totaling over 17,000. Electronic resources

are advantageous in that they are available at all times from any location, they support both traditional and distance learning students alike and they are not subject to theft, damage, or loss.

The Library provides remote access to many of its resources and services to support onground and distance learning users. These resources and services benefit all the College's students and faculty and are available 24/7 through the Library's website.^{iv}

These library resources and services include access to nearly 50 databases, which include 17,800 journals and periodical titles available in full-text; approximately 19,000 e-books; the Library's online catalog; the Library's Internet resource lists and research topic guides; email reference service (Ask-a-Librarian); and the Library's new book list. In addition, users have the ability to review personal circulation records; renew checked-out items; place holds on items desired; and send comments or purchase requests through a web form.

Accessibility of library electronic resources is required by state and federal law. All databases that the Library subscribes to are accessible to users with disabilities. The Library also purchases and maintains specialized software and hardware to support the needs of users with disabilities. For visually and mobility impaired users, these resources include screen-reading software, scanners for use with Kurzweil software that read books aloud, closed-circuit televisions that magnify text, and motorized adjustable workstations to accommodate users in wheelchairs. The Library also provides a room equipped with videophone equipment for the hearing impaired.

Tutoring and Learning Resources

Tutoring services are available on the main campus during most times that classes are in session and at satellite locations for limited hours and for selected subjects (see the introduction to Standard IIC for a description of the College's tutoring centers and tutoring available for special programs). The Health Sciences Department, based at the Bundy satellite site, offers extensive tutoring and learning resources in mathematics, English and clinical nursing.

Currently, tutoring services are not available online; however, many of the College's distance learning students also take onground classes and are able to avail themselves of the campus tutoring services.

Computing

Academic Computing labs on the main campus and at satellite locations are open during most times that classes are in session as described in the introduction to Standard IIC. The Academic Computing labs support students taking onground and hybrid courses. Students taking distance education courses are directed to use their own computer hardware and software for their coursework; however, they are allowed access to some labs, and many complete their assignments on the College's computers.

Some course-related software is available to students and staff from off-campus. However, due to license restrictions, the College is unable to provide access to many course-related software packages from off-campus. Students must either use these applications in college computer labs

or they must purchase their own license for the applications (often at reduced, educational prices). The College is investigating other methods of providing access to software to off-campus users, but the cost of licensing currently makes this prohibitively expensive.

Academic Computing staff work closely with the Center for Students with Disabilities staff to accommodate students with disabilities. Computing labs include software for students with disabilities such as screen readers and screen magnification software. More specialized software is installed upon request to meet the needs of individual students. The labs also include specialized hardware such as scanners, motorized tables and trackballs.

Evaluation—II.C.1(c)

Library

The Library is meeting the information needs of both the on-campus and distance learning students. The Library's strategy to enhance its electronic resources has been successful. Services such as email reference (Ask-a-Librarian), originally designed with the distance learning student in mind, have been embraced by onground students as well. This service allows students to email their reference questions to librarians, who respond with research assistance within 24 hours. Student comments on the most recent user survey indicate a high level of satisfaction with both the print and online resources.

The Library strives to ensure that all of its electronic resources, including its website, are accessible to students with disabilities. For example, the Library purchases databases that are compatible with screen-reader software and include alt-tags (i.e., captions used to display a short text description of an image when a mouse pointer is hovered over it).

Tutoring and Learning Resources

The full range of tutoring services is widely available in a variety of subjects on the main campus. Limited tutoring services are offered at most satellite locations.

Concerns have been raised about the lack of online tutoring services available to distance learning students. On the other hand, because the online mode of instructional delivery necessarily entails extensive communication between the instructor and individual students, some faculty note that a certain amount of tutoring naturally occurs as a result of these exchanges.

Computing

The hours of operation of the computer labs are extensive and meet the needs of students and staff on campus. Academic Computing labs are responsive to the needs of students with disabilities and accommodate their technology needs. Access to most software products from off-campus is cost-prohibitive for students and the institution because of publisher pricing and licensing practices.

Plan—IIC.1(c)

- The College will develop a plan for implementing online tutoring including the use of tutorial software, chat-based tutoring, and/or email.

IIC.1(d) *The institution provides effective maintenance and security for its library and other learning support services.*

Description—IIC.1(d)

The College maintains service agreements for crucial hardware and software systems used in the Library and other learning support services. The College relies on staff and general repair budgets to repair equipment not covered by service agreements. Library materials are electronically sensitized, and a security gate is in place to alert staff when sensitized materials pass through the gate. The Science Learning Resource Center utilizes the Library's automation system to circulate its materials. This enables effective tracking of materials and their use.

The College's Information Technology departments have developed and implemented numerous strategies to ensure that hardware, software, and network access are secure. The Information Technology departments maintain up-to-date anti-virus software and critical operating system patches for all college computers. Maintenance of computing resources is provided by service level agreements established with computing resource vendors. However, many of the college computers are out of warranty and thus require college resources for maintenance and repair.

Evaluation—IIC.1(d)

The College provides adequate maintenance service agreements and adequate security for the Library and learning support services.

The College maintains various service agreements for critical software and hardware systems used in the Library and other learning support services. The College uses its own staff expertise to troubleshoot, repair and maintain equipment not covered by these service agreements. The Network Services Department provides computer security and maintenance of computer software, hardware, and network infrastructure in cooperation with Learning Resource Center staff.

Plan—IIC.1(d)

None

IIC.1(e) *When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*

Description—IIC.1(e)

The Library has a formal agreement with the Community College League of California for cooperative buying of online information resources. The agreement with the League benefits the College through reduced prices. These resources are heavily used by students and faculty both on and off-campus. The Library evaluates the adequacy of these resources through user surveys and usage statistics.

Based on a long-standing agreement between the College and the University of California, Los Angeles, students in the Scholar's Program are eligible for library cards, giving them access to UCLA's Powell Library.

Evaluation—IIC.1(e)

The cooperative purchasing agreement with the Community College League allows the Library to provide a depth and variety of electronic resources to students that would not be possible without the reduced pricing structure offered.

Plan—IIC.1(e)

None

IIC.2 *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Description—IIC.2

All library and learning support services participate in the College's program review process on a six year cycle. This process includes the preparation by the program of a self-study, revision and updating of course outlines of record and student learning outcomes and assessments, and review by the Academic Senate Joint Program Review Committee. The executive summary prepared by

the committee is forwarded to the District Planning and Advisory Council to aid in institutional planning.

Library

The Library has developed student learning outcomes and assessments for its courses and one-hour bibliographic instruction sessions as well as program-level outcomes and assessments.

The Library conducts user surveys on a regular basis as an aid to determine user satisfaction. Since 2004, there have been four surveys of student users and one of faculty. Results indicate that students are generally satisfied with the hours of service and resources available to them in the Library. Comments and suggestions from students are discussed by the librarians at their meetings and are used to institute improvements in areas such as customer service. In Fall 2008, the Library conducted its first survey of instructors who had participated in the one-hour library instruction sessions and 40 faculty responded to the survey. Respondents reported a high degree of satisfaction with the instruction sessions indicating that the sessions met their expectations and the material was presented effectively and at the appropriate level.

The Library also participates in several annual state and national library surveys. The results of these ongoing surveys are used to assist in the evaluating and planning of future library services and assessment of student learning outcomes.

Tutoring and Learning Resources

Tutoring and Learning Resource Center staff work closely with the subject area faculty or, in the case of tutoring for special programs, with the respective special program leader, to evaluate the adequacy of their programs and to make changes to improve their programs. For example, the English as a Second Language Department has developed program-level student learning outcomes and assessment tools for its tutoring program, which are regularly reviewed, resulting in changes being implemented. Student learning outcomes for other tutoring and learning resource centers are developed as part of the curriculum of the subject area.

Computing

As with all other programs at the College, the Academic Computing Department undergoes the College's program review process every six years. Academic Computing staff work closely with subject area faculty to remain responsive to the needs of the programs and students they serve.

Evaluation—II.C.2

The comprehensive program review process is an effective tool for the evaluation of college programs. This process includes both a self-evaluation and an external review of the program by the Academic Senate Joint Program Review Committee. As mentioned above, the program review process requires the updating of a department's course outlines of record. The committee's executive summaries offer commendations, provide recommendations for strengthening the program, and note areas that merit additional institutional support. The

Library, the College tutoring and learning resource centers and Academic Computing Department make every effort to improve in the areas recommended by the Program Review Committee while either maintaining or improving the quality of the areas commended.

Library

Student and faculty surveys indicate overall satisfaction with library services and resources. The Library continually revises and improves its survey instruments to better understand and meet the needs of its users.

Tutoring and Learning Resources

The adequacy of learning resource center services is evaluated through the program review process and informal processes. Faculty provide feedback and suggestions to tutoring staff regarding the need for tutoring in specific subject areas or concepts. They also provide Learning Resource Center staff with requests for updated and additional materials to support the curriculum.

Computing

While the program review process and consultations with subject area faculty are helpful in evaluating resources currently offered to students, more information is needed. Data on usage are collected but there are no tools currently in place to analyze them, and no user surveys have been administered to the students who use the resources.

Plan—IIC.2

- 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.
- 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.

Selected Standard IIC References

- ⁱ Wireless Access Support webpage: <http://www.smc.edu/apps/pub.asp?Q=1431&B=2>
- ⁱⁱ *Master Plan for Technology*: <http://www.smc.edu/apps/Pub.asp?Q=1097>
- ⁱⁱⁱ Library online purchasing screen: <http://www.smc.edu/apps/Pub.asp?Q=884>
- ^{iv} Santa Monica College Library website: <http://library.smc.edu/>

Standard III: Resources

Standard IIIA: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, and are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Introduction

Santa Monica College's human resources, its faculty and staff, are by far its most valuable asset and are the driving force for innovations, activities, and accomplishments that are the reason for its outstanding reputation among community colleges across the nation. The dedication, commitment and creativity of its faculty and staff allow the College to establish and maintain its exceptional programs and tackle new challenges with optimism and vigor. Both inside and outside the classroom, the College demonstrates its passion for enabling student learning and providing support services vital for student success. Furthermore, the college community is continually engaged in self-reflection in an effort to improve and further nurture the culture of excellence that serves as the foundation for everything the College does as an institution of higher education and a community resource for lifelong learning.

Responsiveness to Diversity

Critical to maintaining and promoting a culture of excellence are the procedures and processes for hiring the most qualified personnel. Just as cultures evolve, so do institutions, and Santa Monica College has evolved into an institution that recognizes and celebrates the value of diversity. The greater Los Angeles area, from which the College draws the majority of its students, is one of the most diverse in the nation, and this diversity is further enriched by the international students, who represent approximately ten percent of the total student population. The College's mission statement further confirms its commitment to diversity and global citizenship: "Santa Monica College serves the world's diverse communities by offering educational opportunities which embrace the exchange of ideas in an open, caring community of learners and which recognize the critical importance of each individual's contribution to the achievement of the College's vision." Moreover, one of the College's Institutional Learning Outcomes states that students will "respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events."

Organizational Structure

Santa Monica College is somewhat unusual in maintaining a two-pronged human resources structure as shown in Figure IIIA-1. The Office of Human Resources is responsible for overseeing all employment and evaluation processes for academic personnel, both faculty and academic administrators, for some employment matters and all evaluation processes for classified personnel, and for staff development of all employees. In addition, the College retains a Merit System and functions under the Merit Rules, implemented by the Personnel Commission Office, which govern the classification, recruitment, and selection of classified employees, promotional opportunities, and related matters on the basis of merit, fitness and the principle of “like pay for like work.” Other colleges with a merit system include Los Angeles Community College District, Long Beach Community College District, State Center Community College District and Ventura Community College District. All classified personnel functions are governed by the Merit Rules, which are based on *Education Code* and implemented by the Personnel Commission Office. While Personnel Commission staff are district employees, the office itself is under the purview of the five-member Personnel Commission and is not governed by the District.

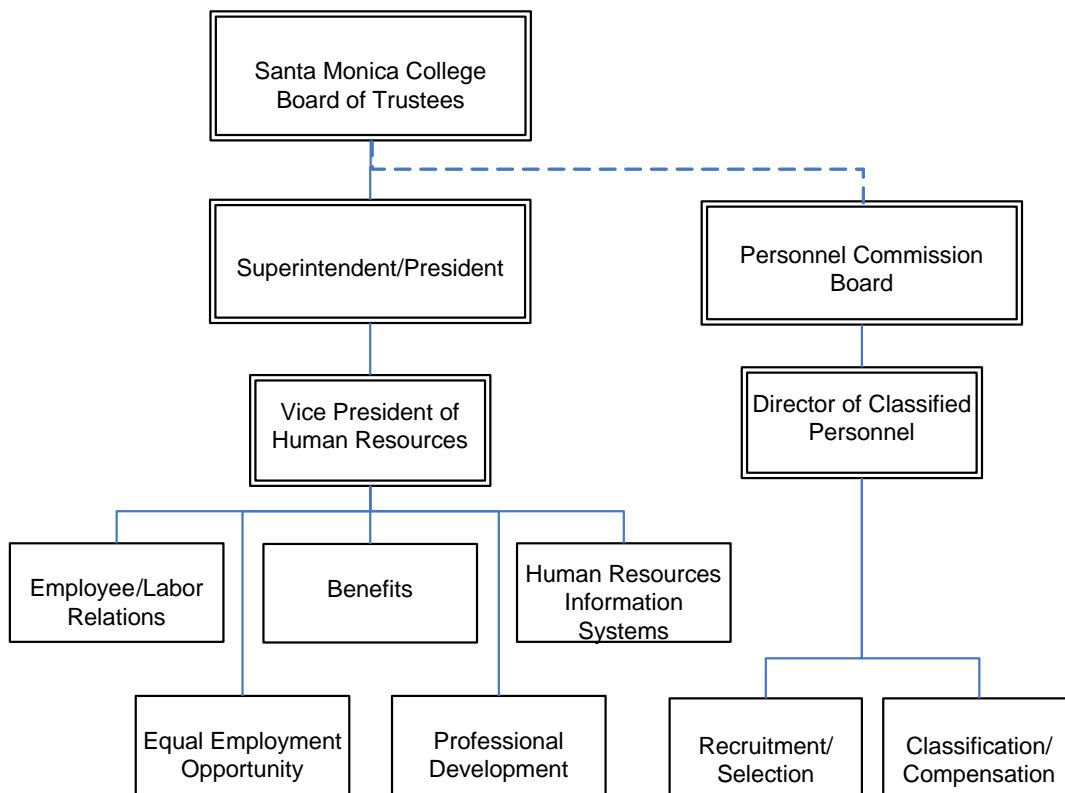


Figure IIIA-1: Office of Human Resources and the Personnel Commission Office

The Office of Human Resources and the Personnel Commission Office are housed together in the College's off-campus administrative building. The cooperative working relationship between the two offices has improved significantly since the last accreditation. Both offices work as strategic partners to provide comprehensive human resources services and ensure compliance with all federal, state and local laws related to employment practices including equal employment opportunity and adherence to the provisions of the District's collective bargaining agreements.

IIIA.1 Integrity and Quality

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

IIIA.1(a) *Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized US accrediting agencies. Degrees from non-US institutions are recognized only if equivalence has been established.*

Description—IIIA.1(a)

The District employs personnel in several employment categories: classified personnel (i.e., permanent classified staff, confidential staff, and classified managers as well as temporary, non-merit, and student workers) and academic personnel (i.e., full-time and part-time faculty and academic administrators). Full-time and part-time academic personnel are assigned to classroom instruction and non-classroom assignments (e.g., librarians and counselors).

Classified Personnel Hiring Process

The Personnel Commission is responsible for the selection of all classified staff and classified managers. The operations of the Personnel Commission are dictated by the District's Merit Rules, which are based upon California *Education Code*, sections 88050 through 88057 and sections 88060 through 88139. The Merit Rules state that the job specification for each position shall include:

A statement of the minimum qualifications for service in the particular class. The minimum qualifications may include education, experience, and/or any license, certificates, or other special requirements for employment or service in the particular class . . . [and minimum qualifications] must reasonably relate to the assigned duties of any position allocated to the class.ⁱ

The Personnel Commission ensures that the minimum qualifications relate to the job class by first completing a job analysis for any new positions prior to opening the recruitment process. The classification descriptions for all existing classified positions are listed on the College's website in addition to being listed on the job bulletin for each classified job opening. The Personnel Commission updates job descriptions on an ongoing basis. The use of NEOGOV, a human resources automated application system, has enhanced the Personnel Commission's ability to publicize required criteria, qualifications, and procedures for selection. The job bulletin for each classified position describes the selection process in detail, including the testing components and their associated weights and what a candidate must do to be successful in the selection process.

The testing process for each classified position is rigorous and may include a written exam, performance test, assessment process, technical project and/or an oral interview. The selection process is unique for each classification, but each process ensures that the knowledge, skills, and abilities determined through the job analysis is appropriate for the classification and that the candidates' possession of those qualifications has been verified. Candidates who are successful in the process are considered qualified for the classification and are placed on the eligibility list, which is ratified by the Personnel Commission. Classified positions may only be filled by eligible candidates certified from the eligibility lists, and the testing process ensures that the eligible candidates who participate in a final hiring interview are qualified to support the programs and services of the College.

In 2002, a consulting firm was hired to conduct a comprehensive classification and compensation study (known as the Hay Group Study) of all classified job descriptions and job tasks. The Hay Group Study was designed to review, and if appropriate, revise all classified job descriptions to ensure that they accurately described actual job duties and salary ranges and were appropriately classified in relation to other positions. All classified employees completed surveys for the collection of data and Personnel Commission staff prepared job descriptions based on the consultants' analyses. At the conclusion of the Hay Group Study, classifications and monthly salary ranges, as collectively bargained, were posted on the College's website.ⁱⁱ The Hay Group Study concluded in 2008 but there are lingering issues associated with the outcome, particularly with some classifications which were prepared, at the time of the Hay Group Study, by Personnel Commission staff members who were unqualified to do so. This is one of the reasons the updating process of classified positions is a continuous one.

Certificated Personnel Hiring Process

The process for establishing criteria and minimum qualifications for all academic personnel, including faculty and academic administrators, are set forth in Title 5 of the California Code of

Regulations. The list of disciplines for faculty is established by the Board of Governors upon the recommendations of the Academic Senate for California Community Colleges.

In addition, several Administrative Regulations (ARs) address the hiring of academic personnel, including:

- **AR 3211, Recruitment and Selection – Permanent Personnel** specifies the criteria and qualifications for academic personnel;
- **AR 3211.6, Equivalency Process for Full-Time Faculty Positions** outlines the guidelines used by screening committees and departments to determine whether a candidate for a faculty position possesses qualifications equivalent to the California statewide minimum qualifications in a discipline; and
- **AR 3211.7, Equivalency Process in Reassignment** requires faculty to have the necessary educational and professional experience to teach and/or provide academic services in particular disciplines or areas of service.

Based on departmental recommendation, the Academic Senate Joint Curriculum Committee approves the educational disciplines appropriate for each course. Faculty members must meet minimum qualifications or the equivalent for the approved disciplines, and they must hold conferred degrees from accredited institutions of higher education located within the United States. Degrees acquired from institutions of higher education outside the US must be certified as equivalent to degrees granted by accredited educational institutions within the US. The Office of Human Resources verifies that a degree is earned from an accredited institution; when in doubt, a reference guide, *Accredited Institutions of Post Secondary Education*, is consulted or the Western Association of Schools and Colleges is contacted. When a transcript from outside the US is submitted, the candidate's credentials must be evaluated by a credential evaluation service to determine the number of units earned and converted to semester or quarter units and also to verify the accreditation status of the institution.

Full-Time Faculty

The recruitment and selection process for full-time faculty is set forth through the California *Education Code* and more specifically in AR 3211, Recruitment and Selection – Permanent Personnel. Each year, during the fall semester, the California Community Colleges Chancellor's Office informs the District of the number of additional full-time faculty the District must hire to move towards compliance with state law, which established the goal that full-time faculty members should comprise 75 percent of total faculty numbers at California community colleges. Although the College has not yet met this goal, it has always met or exceeded its annual Faculty Obligation Number. The Superintendent/President and the Board of Trustees are firmly committed to hiring greater numbers of full-time faculty above and beyond the obligation number, as resources become available. To this end, at the April 2009 meeting, the Board of Trustees accepted the District and Academic Senate's jointly developed plan to work toward an intermediate target of hiring 60 percent full-time faculty and several guiding principles including using the Fall 2008 Full-Time Equivalent Faculty Report (335.33 full-time to 390.64 part-time or

46.19 percent) as a baseline from which to measure progress toward both the intermediate goal and the ultimate goal of a 75:25 ratio of full-time to part-time faculty.ⁱⁱⁱ

Each year, discussion regarding full-time faculty needs of various disciplines originates in the academic departments and programs. After review of department/program requests and thorough deliberation, the Academic Senate Joint New Contract Faculty Position Ranking Committee recommends a ranking of new faculty positions (and their disciplines) to the Superintendent/President, who, in turn, makes a recommendation to the Board of Trustees on the number of new faculty and for which disciplines they will be hired.

After approval by the Board of Trustees, job descriptions stating the minimum and preferred qualifications are developed by department chairs/faculty leaders for approval by the Vice President, Academic Affairs or Vice President, Student Affairs before they are forwarded to the Office of Human Resources. Human Resources personnel review the job descriptions to ensure that they conform to the District's equal employment opportunity and non-discrimination commitments before each position is advertised. Human Resources is responsible for advertising all faculty vacancies and maintaining the recruitment file and application materials for each position. Vacancy announcements and brochures are posted primarily electronically to appropriate listservs and job bulletin boards. Print announcements are published in relevant journals and employment clearinghouses (e.g., the California Community College Registry; *Affirmative Action Register*; *Diverse Issues in Higher Education*; *Hispanic Hotline*; *Black Careers Now*; *Asian Pacific Career*; *Women In Higher Education*; *Hispanic Outlook in Higher Education*; *monster.com*; *La Opinion*; *AcademicKeys – e-Flier*; *Chronicle of Higher Education*; *The Los Angeles Times*; and *Nurseweek*).

To review the selected applications, each academic department approved for a new faculty hire forms a screening committee, composed of four to six faculty members, two academic administrators and one faculty member who serves as a non-voting Equal Employment Opportunity representative. A dean from Human Resources briefs each screening committee to ensure that committee members understand the hiring procedures, and the committee's Equal Employment Opportunity representative ensures that proper procedures are followed. The screening committee (chaired by the department chair/faculty leader or designee) establishes the criteria for selection, reviews all applications, and determines which applicants will be interviewed based on how well the candidates' qualifications satisfy the minimum and preferred qualifications established for the position. The committee then conducts interviews of selected applicants.

As part of the interview process, the candidate may be required to demonstrate effective teaching through an exercise designed by the committee and deemed appropriate for the discipline. For example, the Counseling Department may require that the candidate role-play with a student; the Mathematics Department may ask the candidate to teach a lesson to a small group of students; and the English as a Second Language Department may ask the candidate to offer verbal feedback on an actual student essay. Further, questions are designed by the committee to ascertain a candidate's knowledge in the field and commitment to the mission and core values of the College. For example, every committee asks at least one question designed to demonstrate

the candidate understands diversity and has experience working with a diverse population of students.

If the committee finds that no applicants meet the preferred qualifications or if the Office of Human Resources determines that the pool lacks sufficient diversity, the position is re-advertised to expand the pool of candidates. After thorough deliberation, the committee recommends the names of at least two and preferably three candidates selected for a final interview with the Superintendent/President. According to the Administrative Regulations governing the process, the Superintendent/President may invite the faculty chair and/or other members of the college community to participate in the final interview. Typically, the Executive Vice President, the vice president from the department in which the position is to be assigned and a member of Human Resources participate in the final interview as well. The Superintendent/President selects the candidate and makes a final recommendation to the Board of Trustees for final approval.

Part-Time Faculty

The process for hiring part-time faculty is described in AR 3230, Recruitment and Selection – Part-Time Hourly Temporary Faculty. The need for part-time faculty is determined primarily by the number of course sections offered in a discipline during a specified academic semester or intersession (i.e., winter or summer) and varies according to student demand and the College’s enrollment plans. To meet this variable need, Human Resources invites applications for part-time faculty positions on an ongoing basis. All applications received are forwarded to the appropriate department/program chair for consideration.

In Fall 2008, in response to concerns regarding possible inconsistencies across departments in the hiring process of part-time faculty members, the Academic Senate Joint Personnel Policies Committee revised AR 3230 to standardize procedures. The revised regulation for hiring part-time faculty requires a hiring committee to include the department chair/faculty leader or designee, at least one probationary/tenured faculty member, and an Equal Employment Opportunity representative. The revised regulation also addresses the process for “emergency” hires—instances when there is little or no time to form a regular committee (e.g., a few days before the semester begins). In these cases, the selection may be made by the department chair/faculty leader or designee and at least one other member of the selection committee (either of whom may act as Equal Employment Opportunity representative as well).^{iv}

Once a department chair selects an applicant for a position and forwards the name to the appropriate vice president (e.g., the Vice President, Student Affairs for counselors and the Vice President, Academic Affairs for instructional faculty and librarians), Human Resources reviews the candidate’s qualifications to ensure that the minimum qualifications for the position are met, and an offer of employment is extended to the candidate.

Academic Administrators

The selection process for academic administrators is set forth in AR 3410, Procedure for Hiring Academic Managers. Once the Board of Trustees approves an academic administrative position, a job description is developed by Human Resources in conjunction with the vice president

responsible for the area to which the position is to be assigned. Human Resources advertises vacant positions and is responsible for maintaining the recruitment file and application materials for each position. Jobs are posted in the California Community College Job Registry, the *Chronicle of Higher Education*, *The Los Angeles Times*, discipline-specific periodicals, and association publications (noted previously). Vacancy announcements and brochures are posted electronically and in print and include the position profile, representative duties, education and experience requirements, compensation and benefits information, conditions of employment, application and selection process, and required materials.

Screening committees for academic administrator positions consist of at least two administrators, two faculty representatives appointed by the Academic Senate President and a non-voting Equal Employment Opportunity representative. A representative for classified employees may also be appointed to participate in the process. The screening committee forwards names of final candidates to the Superintendent/President, who is joined by a vice president and an administrator from Human Resources for the final interview. The Superintendent/President then recommends the selected candidate to the Board of Trustees.

Evaluation—IIIA.1(a)

Santa Monica College has been fortunate over the years in hiring and retaining the most highly-qualified faculty. This is due to many factors including: the rigorous processes in place for recruiting and selecting candidates; the desirability of living and working in Santa Monica and surrounding areas; and the College's reputation for excellence. Always looking to improve, the College has modified and revised its hiring practices over the years.

The format and structure of the Academic Senate Joint New Contract Faculty Position Ranking Committee ensure significant faculty input regarding which departments/programs should receive full-time faculty hires. The process for prioritizing new full-time faculty positions hiring recommendations was previously the responsibility of the Collegewide Coordinating Council, but this planning structure was disbanded after the last accreditation visit. The Academic Senate Joint New Contract Faculty Position Ranking Committee builds on the previous process with agreed-upon criteria and weighted objective and subjective measures to guide the committee's recommendations. After careful review of department/program requests and based on agreed-upon criteria, the committee prioritizes a list of the recommended full-time faculty hires and forwards the list to the Superintendent/President. The Superintendent/President makes the final decision on which full-time hires to forward to the Board of Trustees for final approval. Another new practice begun since the last self-study is that of the Superintendent/President inviting the department chair/designee to attend the final interview of candidates for his/her department.

The hiring processes for part-time faculty have also been improved through standardization of procedures and the guaranteed inclusion of an Equal Employment Opportunity representative on all department/program hiring committees.

Although the processes associated with hiring classified positions have been refined in the last several years, they continue to be a source of frustration for many departments. Historically, a number of concerns have been raised regarding job descriptions, salary, and the amount of time

required to complete the hiring process. For example, after a network analyst resigned in 2004, four unsuccessful attempts were made to recruit qualified candidates for the position. Two issues contributed to the delay in filling the position: the Hay Group Study results combined the job classifications of systems administrator and network administrator, and there were several leadership changes within the Personnel Commission Office during the initial recruitment periods. In July 2008, the Director of Classified Personnel resolved the situation by separating the two classifications and upgrading the vacant position to network administrator. After the classification was upgraded, it was filled within eight months.

While the Hay Group Study, commissioned to review and revise all classified job descriptions, effected improvements by addressing the sometimes nebulous distinctions among job classifications, it also created areas of concern, especially when several classifications were collapsed into one. For example, based on recommendations made in the Hay Group Study, the job classifications for Laboratory Technicians, which serve photography, art and broadcasting classes were combined into a single classification. In fact, however, each position has distinct qualifications and job requirements. Subsequently, academic managers worked with the Personnel Commission to divide the classification into three job class titles, each with its own distinct duties, knowledge, skills and abilities.

These issues have been mitigated by several improvements in the operation of Human Resources and the Personnel Commission. Greater stability in the leadership of the Personnel Commission and subsequent improvement in the working relationship between the Office of Human Resources and the Personnel Commission staff are having a positive impact as are efforts to streamline the process for hiring classified personnel and the hiring of personnel who more closely match the needs of the College. The online application system, NEOGOV, has also brought about improvements in the candidate recruitment process.

While the College maintained its fund balance in part by not filling all vacant classified positions, some vacancies have caused existing staff to assume additional workload. The existing staff's good will and unwavering commitment to meeting students' needs have continued to support the College's mission.

Plan—IIIA.1(a)

None

IIIA.1(b) *The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

Description—IIIA.1(b)

Faculty Evaluation

Evaluation of faculty is an important process for improving instruction and student learning. The evaluation process for full-time and part-time faculty is set forth in Article 7: Evaluation in the *Agreement between Santa Monica College Faculty Association & Santa Monica Community College District* (August 21, 2007 – August 23, 2010) and in AR 3212, Evaluation – Permanent Personnel. Non-tenured (probationary) faculty evaluation follows a four-year process described in AR 3212.1, Procedure for Evaluation - Probationary and Temporary Contract Faculty. In the first and second years, the faculty member is evaluated by a committee consisting of an administrator, the department chair/faculty leader, a faculty peer from within the department, and a faculty peer from an outside department.

Human Resources maintains an evaluation file that contains materials used by the committee to make its decisions and recommendations. The file includes all evaluation documentation and evidence: observation reports, reports of conferences and other professional development activities, student evaluations, course syllabi, self-evaluations, and plans for improvement. The evaluation is a clearly outlined 15-week process of meeting with, observing, and evaluating the new faculty member. In the third and fourth years, an evaluation panel—or at the request of the evaluatee, the department chair/faculty leader—evaluates the probationary faculty member. Once tenured, faculty members continue to be evaluated every three years by the department chair/faculty leader, and each tenured faculty member must be evaluated by a panel once every nine years per AR 3212.2, Procedure for Evaluating Tenured Faculty.

Part-time faculty members are evaluated at least once during every four semesters of employment. An evaluation schedule is maintained by Human Resources, and a list of which faculty are to be evaluated is sent to department chairs each semester. Each part-time faculty member is evaluated by the department chair or by a full-time member of the department designated by the chair as stated in AR 3232, Procedure for Evaluation of Hourly Faculty.

In 2008, a revised and much-expanded peer evaluation form was adopted. It is far more detailed and specific than the previous version and includes a separate section on professionalism, which notably addresses faculty participation in the development of student learning outcomes and assessments, in addition to other important areas such as collegiality, maintaining currency in the field, accessibility to students, participation in department and college activities, and adherence

to college and department policies. In addition to the section on professionalism, four distinct forms were created for use in evaluating faculty in their specific areas of employment: instruction, counseling, programs for disabled students and library services. Each form addresses the knowledge and skills specific to its area:

- Instructional faculty are evaluated on their ability to promote an active learning environment, their sensitivity to student diversity, and their use of appropriate pedagogy.
- The counselors' form includes prioritization of students' concerns and effective use of counseling tools and resources.
- The form for librarians addresses the connection of the students' needs to library resources and appropriate cataloging of materials.

To ensure consistency within departments, evaluators have been asked to clearly state, in writing, guidelines for weighting the ratings (satisfactory, needs improvement, unsatisfactory) for each area in both portions of the evaluation and to state precisely how an overall rating is achieved. These evaluation forms are posted for faculty on the Human Resources website, and department chairs distribute them to faculty before evaluation so that faculty being evaluated are fully aware of the criteria.^v

According to AR 3212.2, student evaluation of faculty is required in the last quarter of each fall and spring semester. The District is working with the Faculty Association to develop modifications regarding how often student evaluations will be conducted and to whom they will be distributed.

During 2006-2007, the Academic Senate proposed a revision of the questions used in the student evaluation process, which eventually resulted in the development of a new evaluation form to accommodate individual student comments. A pilot study using the new form proved successful, and the District and Faculty Association agreed to implement the new form. Unfortunately, logistical problems with the automated scanning and data tabulation processing of the new forms prevented faculty from accessing the individual comments recorded by students on the evaluations. The District, Faculty Association, and Academic Senate continue to discuss the mechanics for ensuring that student evaluations are conducted on a regular basis and that feedback, including the written, individual comments made by students, is returned to the faculty members in a timely manner.

A new online student evaluation form has also been developed which will facilitate the evaluation process, once it is implemented. The result of input from a variety of sources, this process was endorsed by the Academic Senate in an effort to move toward universal adoption of an online student evaluation process and more timely and comprehensive feedback for faculty members. However, additional issues have arisen which all parties are working to resolve.

Classified Personnel Evaluation

The classified personnel evaluation process is articulated in Article 4 of the Agreement between the California School Employees Association, Local 36, and the District. Managers are responsible for formally evaluating the performance of their permanent staff annually and evaluating probationary staff bi-monthly during their six-month probationary period. In accordance with the current agreement, permanent classified employees are to be evaluated during the period of March 15 through May 15, although this process may change as a result of ongoing negotiations between the California School Employees Association and the District. College police officers undergo a one-year probationary period, during which time they must be evaluated three times.

A recent change in practice has occurred in how classified employees in instructional areas are supervised and evaluated such that faculty, members of one bargaining unit, are not permitted to directly oversee and evaluate the work of classified employees, members of another bargaining unit. As a result, department chairs and other faculty leaders are no longer directly responsible for hiring and evaluating classified employees who work in their departments. These staff include department administrative assistants, instructional assistants, laboratory technicians, tutoring coordinators and tutors, and sign language interpreters. Therefore, managers overseeing related areas have assumed the task of evaluating these classified employees.

The Office of Human Resources sends reminders to managers of when classified personnel evaluations are due, provides data to managers, and holds workshops on effective evaluation techniques. Human Resources receives all completed evaluations for inclusion in the employees' personnel files.

The evaluation process provides a method for measuring employee performance based on the employee's classification standards and requirements as stated in the employee's position description. Formal evaluations are designed to help classified employees achieve and maintain high levels of work performance by encouraging the establishment of mutually-agreed-upon goals and objectives for the coming year, thereby setting benchmarks against which the employee's accomplishments can later be objectively reviewed. Managers provide guidance to staff in support of their daily work activities.

Administrator and Manager Employee Evaluations

The process for evaluating management employees was updated in Spring 2008. The evaluation process, conducted every spring, consists of a self-evaluation and a final evaluation by the administrator responsible for the area in which the administrator/manager is assigned as described in AR 3420, Evaluation – Management Personnel. The end-of-year evaluation of the *Master Plan for Education* is also tied to the evaluation of managers. Managers are required to evaluate the status of their performance relative to the objectives they are responsible for achieving.

Evaluation—IIIA.1(b)

Faculty evaluation has been improved to include areas of professionalism and duties directly relevant to the faculty member's area of instruction and responsibilities including participation in the development of student learning outcomes and assessment. However, there are still several issues to be resolved regarding the form including the relative weights assigned to various evaluation criteria and the process governing how and when department chairs or their designees are to make classroom observations.

Currently under discussion is how well-suited the new forms are for evaluation of noncredit faculty (i.e., those who teach noncredit ESL or Emeritus College classes). Furthermore, the Associate Dean, Emeritus College, who is responsible for hiring faculty to teach Emeritus classes, is not permitted to evaluate the faculty because, according to the current contract, this must be done by faculty peers. Evaluation of faculty teaching noncredit ESL classes is conducted by a faculty member from the ESL Department, who oversees both the hiring and evaluation of faculty. While this is feasible for ESL, it would not be for the Emeritus College, which employs many more faculty from a wide range of disciplines.

Although student evaluations are included as part of the faculty evaluation process, their timely administration and distribution of results to faculty remain problematic. The gathering and compilation of student evaluations often occur too late in the semester to be included in the faculty evaluations for the same semester. Additionally, while the electronically readable responses can be processed, there are currently no means for returning the written portion of the evaluations to the respective faculty. To address this problem and to provide more direct feedback to faculty, the District, in conjunction with the Academic Senate, developed an online evaluation form for student evaluations of onground faculty. As mentioned in the description, several issues—some procedural, some contractual—plagued the pilot test, and the few faculty who used the online system had a very low response rate. The District, the Faculty Association and the Academic Senate continue to work toward a solution to this problem, but there is frustration among many faculty who are dissatisfied with the level of feedback received from student evaluations.

Another area in need of improvement is the consistency of notifications from Human Resources to chairs indicating the full- and part-time faculty due for evaluation. These lists, which should be distributed to the chairs every semester, are frequently found to be inaccurate, requiring chairs to maintain their own departmental records and deadlines. In a large department with multiple disciplines and numerous faculty, this can prove time-consuming and a drain on the department's own human resources.

The classified employees' bargaining unit and the District are working to improve the existing classified employee evaluation forms, of which there are currently three: Office Support, Instructional Support, and Operations Support personnel. In an attempt to ensure that evaluations lead to job performance improvement and better establish the connection between personnel evaluations and institutional effectiveness, the District and California School Employees Association mutually agreed to review the existing evaluation process for classified employees and recommend new procedures and one evaluation form. The committee's

recommendations and proposed revised evaluation forms are subject to collective bargaining. Ongoing issues with the evaluation of classified employees are being addressed during the current successor agreement negotiations between the California School Employees Association and the District.

During the evaluation period, when department chairs and other faculty leaders were deemed no longer directly responsible for hiring and evaluating classified employees who work in their departments, some managers, who were not at all familiar with the classified staff now under their supervision, were expected to evaluate these employees. Representatives of the classified bargaining unit expressed concern about the new process. As a result, the evaluations of classified employees were set aside for the second year in a row (the previous year they were set aside due to ongoing negotiations between the District and the California School Employees Association regarding the content and format of the evaluation form). Human Resources worked to resolve the concerns, and during the 2009 review, management achieved a 98 percent completion rate of evaluations.

The result of this shift has been that classified staff, such as instructional assistants and academic administrative assistants, are directly supervised and evaluated by managers instead of by the faculty with whom they work most closely. Nonetheless, many faculty continue to participate in the hiring process and collaborate with the managers who are responsible for supervising the staff.

The classified performance evaluation has been challenging for management who had relied on more direct input from department chairs and faculty leaders. Guidelines have been provided to aid in the transition, but there have been periodic challenges by some bargaining unit employees and representatives. The District and the California School Employees Association are addressing these and other issues related to classified evaluations through negotiations, which began in Summer 2009.

The process for evaluating academic administrators and classified managers is conducted regularly and provides an assessment of accomplishments related to the College's planning process.

Plan—IIIA.1(b)

- 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.
- The Office of Human Resources will work with 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.
- 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.

- 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(c) *Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

Description—IIIA.1(c)

Santa Monica College has a long-standing commitment to student success, and student learning is at the center of the College’s Mission to “prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning.” The Instructional Management System (TIMS) and other retention reports have been regularly distributed to department chairs for many years, the data from which are used to review faculty student success rates, grading policies, and retention rates. In addition, self-evaluations require faculty to reflect on how they have improved their instructional techniques, and discussions held across the College focus on student success in the context of retention, persistence, and transfer. However, over the past five years, student learning outcomes have entered the discussion and redirected attention from what faculty teach to what students *learn* and whether or not students can demonstrate their understanding and knowledge through practical application.

This not an entirely new discussion for many areas of the College, including career technical education programs, which have long required performance-based and licensure exams. Nor is it new for departments with sequential courses such as Modern Languages and Cultures, English as a Second Language, Mathematics, and Physical Science, where numerous collegewide discussions have led to heightened awareness and more accurate documentation of discussions, assessment, and decisions made to help improve student learning outcomes.

Many professional development activities, often held during the College’s institutional flex days, have focused on student learning outcomes. Faculty and administrators have attended workshops and formal training related to student learning outcomes both on- and off-campus. In 2005, during a weekend-long retreat at University of California, Santa Barbara, facilitated by Santa Monica College’s Institutional Researcher and the Chair of the Academic Senate Joint Program Review Committee, thirty faculty members from eight departments assembled to discuss and develop student learning outcomes.

The Academic Senate Joint Curriculum Committee now requires student learning outcome statements for all new and updated courses submitted for adoption, and the Academic Senate Joint Program Review Committee has highlighted the importance of student learning outcomes and the College’s Institutional Learning Outcomes by adding specific questions regarding them in its program review self-study guidelines.

One method faculty use to improve their teaching is observation of and collaboration with colleagues whose students successfully achieve the stated learning outcomes. In addition, faculty seek new materials and ways to enhance the existing materials. For example, faculty use technology such as interactive websites, library online databases, online video clips of teaching demonstrations, web-based concordances and other specialized software. Smart classrooms—those equipped with a permanently mounted computer and projector system and other multimedia equipment—are another avenue that assist faculty to expand their teaching methods. Student learning outcomes assessment informs faculty as to the efficacy of these techniques and provides information faculty need to further improve their techniques, procedures, and use of learning resources.

Other collegewide and departmental professional development activities have also focused on course and program student learning outcomes and the College's Institutional Learning Outcomes. The Academic Senate Joint Student and Institutional Learning Outcomes Committee was formed to help coordinate the efforts of the Curriculum, Program Review, Department Chairs, and Professional Development committees and to foster ongoing discussion of learning outcomes across the College. The Dean, Institutional Research regularly offers workshops to assist departments and programs to further develop and refine their course and program student learning outcomes, effectively assess them, and link them to the Institutional Learning Outcomes. For a thorough description of student learning outcomes, see Standards I and II.

Discussions of student learning outcomes have been the impetus for many improvements across the College:

- **Student Equity Plans** - The Student Equity Task Force spent many months discussing learning outcomes in the context of equity as assessed by retention and persistence. The resulting report included student equity plans for the English as a Second Language, English, Mathematics and Counseling departments, designed to improve student learning and success. A few of the initiatives which resulted from the student equity plans included the Supplemental Instruction program, a new writing lab in the English Department, a cohort program in the Mathematics Department and tutoring data assessment and tracking in the English as a Second Language Department.
- **Early Alert** – A result of the discussion of student learning was the expansion of the Early Alert program. Previously a paper and pencil process, the Early Alert form is now electronically accessed from the faculty roster portal through the College's internal data system, ISIS. Instructors are now able to readily communicate their concerns over student attendance, homework, study skills, and assessment results with both their students and counselors.
- **Tutoring Task Force** – A task force has been established by the Academic Senate to address concerns related to the effectiveness of tutoring services across the College. The task force has been charged with developing student learning outcomes in the areas of tutoring where learning outcomes do not currently exist and in developing and employing tools to evaluate the effectiveness of the tutoring services.

- **Effective Teaching Documents** – The Academic Senate Joint Distance Education Committee developed a “Best Practices” document, which is distributed to all faculty teaching online and is available on the Committee’s website.^{vi} A follow-up document was created to help instructors implement the effective practices. The Academic Senate Professional Ethics and Responsibilities Committee subsequently developed a document of effective teaching practices for faculty teaching onground.^{vii} These documents describe widely-accepted effective teaching practices such as prompt feedback, encouragement of interaction among students, communication of high standards, and respect for various learning styles and diverse perspectives. They have been posted online and distributed to faculty through the Academic Senate. Some department chairs distribute these documents to new faculty or to faculty undergoing evaluation; others publish them in a departmental handbook or post them on departmental websites.
- **Faculty Readiness Document** – Discussion of student learning in the area of distance education has prompted the Distance Education Committee to develop a list of criteria to help faculty and chairs assess faculty readiness to teach online.^{viii}
- **Semester Starter Kit** – Collaboration among faculty teaching online and discussions of effective procedures prompted the Distance Education Committee to develop a Semester Starter Kit, a checklist for faculty teaching online to ensure that students are able to effectively navigate their online course.^{ix}

A significant result of these activities and discussions is the inclusion of participation in the student and institutional learning outcomes development process by both faculty and administrators. Participation in the development of student learning outcomes and their assessment, expected of all faculty, are now addressed in the new peer evaluation forms, which are a major component of the faculty evaluation process.

Evaluation—IIIA.1(c)

Methods of assessing student learning outcomes and the ensuing discussion and analyses of the results vary from department to department with some departments and individual faculty members more deeply engaged than others. Nonetheless, all departments participate in discussions related to student learning and Institutional Learning Outcomes. Some of the most extensive discussion related to student learning outcomes occurs within committees such as the Student Equity Task Force, the Academic Senate Joint Distance Education and Department Chairs committees, the Professional Ethics and Responsibility Committee, the Honor Board, the Basic Skills Committee, and the Global Council. Faculty members from across disciplines serve on these committees, sharing their experiences and insights, and carry the discussion back to their respective departments.

The College has proactively addressed faculty members’ participation in student learning outcomes development and assessment by adding a specific question to the evaluation process for all faculty. This is seen as an important activity that helps faculty evaluate their effectiveness as instructors and offers ways to improve their teaching practices. The question on the evaluation form asks the faculty member’s department chair or designee to evaluate the faculty

member's participation level in creation, assessment, and/or discussion of student learning outcomes. As a result, most faculty members are now fully engaged in using the student learning outcomes assessment process to improve their instruction and student learning.^x

Administrators are also asked, as part of their annual self-evaluation, to identify their accomplishments based on objectives included in the *Master Plan for Education*. The objectives are developed in light of the Institutional Learning Outcomes and thus serve as a means for assessing administrators' active involvement in moving toward achievement of the College's Institutional Learning Outcomes.

Classified staff who are closely linked to instruction—for example, instructional assistants assigned to tutoring areas—have begun developing student learning outcomes but are not yet fully engaged in the student learning outcomes assessment process. Nonetheless, classified staff members continue to be committed to the College's Mission and the vital role they play in fulfilling it.

Plan—IIIA.1(c)

None

IIIA.1(d) The institution upholds a written code of professional ethics for all of its personnel.

Description—IIIA.1(d)

A fundamental tenet that guides the work of all Santa Monica College employees is the College's mission statement. In support of the Mission, codes of ethics have been developed by the college community and discussions regarding how to apply the codes and how to address breaches of the code have begun.

In 2002, the Academic Senate Professional Ethics and Responsibilities Committee adopted a revised code of ethics for faculty: *Statement of Professional Ethics*.^{xi} The code is posted in all classrooms. Periodic email messages to faculty discuss ethics and faculty responsibility and how to apply the principles laid out in the code of ethics. Topics have included: posting grades and student privacy, syllabus content, avoiding grade appeals, student-instructor relationships, and responsibilities of faculty in writing recommendation letters for students. These "Ethical Professor" discussions are posted on the Academic Senate website as well as in the faculty folder on the College's email system.^{xii}

Academic administrators, classified administrators, managers, and confidential staff originally adopted a code of ethics based on the faculty ethics code. This code was updated during Spring 2009 and incorporates language from the Association of California Community College Administrators.

The Santa Monica College Board of Trustees has also adopted a Code of Ethics (Board Policy 1230), and recently approved a revision to the policy regarding breaches in the codes of ethics.^{xiii}

To date, the California School Employees Association has not adopted a code of ethics for classified employees.

Evaluation—IIIA.1(d)

The faculty code of ethics and ongoing discussions of issues related to faculty ethics and responsibility support an environment of ethical behavior. Some academic department chairs provide new faculty with orientation packets that include the faculty code of ethics while others post it on their department webpage; however, this has not yet become standard practice in all departments.

The bargaining unit for classified employees maintains that an ethics code for its membership must be a negotiated item. Negotiations for a successor agreement between the District and the California School Employees Association began during Summer 2009.

Adoption of a code of ethics by the Board of Trustees and the Management Association is evidence of the Board's and administration's commitment to fostering an ethical environment at Santa Monica College.

Plan—IIIA.1(d)

- The District and California School Employees Association will work together to adopt a code of ethics for represented classified employees.

IIIA.2 Support for Programs and Services

The institution maintains a sufficient number of qualified faculty with full time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Description—IIIA.2

Concerns over the number of full-time faculty were discussed at length among senior staff, faculty leaders, and the Board of Trustees at a Board of Trustees study session conducted in February 2009. Some part-time faculty hold office hours, attend department meetings, and actively participate in the work of their departments, in the Faculty Association, and in the Academic Senate, yet the bulk of the work of the College outside the classroom is carried out by full-time faculty including:

- chairing and participating on governance committees;
- reviewing and developing programs and curriculum;
- sponsoring student clubs;
- chairing and serving on screening committees and as Equal Employment Opportunity representatives;

- evaluating faculty both within and outside their department;
- developing assessment instruments and rubrics;
- organizing workshops and special programs such as the Asian-Pacific Festival or talks by various experts including scientists, published authors, or policy experts;
- working on *ad hoc* committees and task forces; and
- documenting student learning outcome assessment data.

Without question, more full-time faculty are needed to effectively carry out the work of the College especially as faculty are increasingly expected to provide documentation of student learning assessment data and decisions based on the assessment results.

The Superintendent/President and Board of Trustees have expressed their commitment to hiring full-time faculty above the faculty obligation number required by the California Community Colleges Chancellor's Office. To this end, the October 2008 update to the *Master Plan for Education* (under the Strategic Initiatives and Proposed Action Plans: Hiring of Full-Time Faculty and Permanent Staff) declares the College will "make progress toward filling vacant permanent classified staff positions and meeting the goal that 75 percent of credit instruction be delivered by full-time faculty." In fact, at the September 2009 Board of Trustees meeting, the Superintendent/President announced his intention to hire ten full-time faculty members in 2010-2011, budget permitting.

To determine and prioritize the new full-time faculty positions, the academic departments annually conduct a new contract faculty needs assessment and submit their requests for new faculty positions along with justification for their request to the Academic Senate Joint New Contract Faculty Position Ranking Committee. The Committee, chaired by the Academic Senate President or designee, with the vice chair appointed by the Superintendent/President, consists of twelve voting faculty members appointed by the Academic Senate President and six voting academic administrators appointed by the Superintendent/President.

The Committee reviews and evaluates all of the positions requested by the departments measuring each against multiple, previously agreed-upon criteria including, for example, the needs of the College, departmental and discipline needs, students' needs and demand for classes in the disciplines requested, the ratio of full-time to part-time faculty in each area, market and job outlook data, institutional objectives and learning outcomes, and the College's Mission. The Committee sends a list of recommended positions to the Superintendent/President, who analyzes them in light of institutional priorities and fiscal considerations, noting any requirements that may exist related to full-time faculty obligation, as well as his own vision for the future of the College. He then forwards the finalized recommendations to the Board of Trustees and communicates the results to the New Contract Faculty Position Ranking Committee.

The need for staff and management positions is reviewed in the context of institutional need in conjunction with the college budget. A determination is made if a replacement position is to be funded or not funded for the current year, deferred to a future time or left vacant. Various sources inform this process including decisions made by DPAC, updates to the *Master Plan for*

Education, and the Academic Senate Joint Program Review Committee's end-of-year reports of overarching trends.

Evaluation—IIIA.2

The College has processes and procedures in place for determining appropriate staffing levels needed to maintain its programs and services. Unfortunately, in times of diminished state funding, as is currently the case, budget considerations become a priority, and employee hiring comes under much higher scrutiny. That is currently the case at the College as the budget climate continues to worsen. Consequently, college personnel must find ways to continue fulfilling services or prune programs while positions remain open. This is neither ideal nor typical, however, and there is a strong commitment to continuing to serve large numbers of students, who need educational programs more than ever during times of economic crises. However, after a year in which no new full-time faculty positions were filled, the Superintendent/President and Board of Trustees have recently expressed their commitment to hiring full-time faculty above the faculty obligation number required by the California Community Colleges Chancellor's Office. As an affirmation of that commitment, the New Contract Faculty Position Ranking Committee has completed the process of determining which faculty position recommendations to forward to the Superintendent/President.

Plan—IIIA.2

- 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.3 Personnel Policies and Procedures

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

IIIA.3(a) The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Description—IIIA.3, IIIA.3(a)

Board Policies, Administrative Regulations, collective bargaining agreements, and the Personnel Commission Merit Rules govern personnel practices at the College:

- The Academic Senate Joint Personnel Policies Committee examines and updates as needed all Board Policies and Administrative Regulations regarding faculty.
- The Administrative Regulation series for classified personnel is revised by Human Resources in coordination with the Personnel Commission (Administrative Regulation Series 3300). Additional employment rules for classified personnel are noted in the

California School Employees Association agreement with the District and the Merit System/Rules of the Personnel Commission.

- The Administrative Regulations series for academic administrators, classified administrators and managers is reviewed by Human Resources in concert with the Management Association, which acts in an advisory capacity.^{xiv}

The DPAC Human Resources Subcommittee reviews Administrative Regulations and Board Policies related to general personnel policies and procedures. New and revised policies are vetted, according to topic, with the Academic Senate Joint Personnel Policies Committee and other Academic Senate joint committees, DPAC, Management Association, the classified and faculty bargaining units and the senior administrative staff for approval and forwarded to the Board of Trustees for discussion, approval, and adoption. The revised policies are then posted on the College's website on the College Governance webpage.^{xv} Changes in policies and procedures that are pertinent to faculty are communicated to chairs, and chairs in turn communicate the updated policies to their departments.

In addition to faculty and classified bargaining agreements, the College has Board Policies and Administrative Regulations in place that govern the treatment of all personnel at the College:

- Board Policies 3121-3123 and 3130-3132 address all personnel.
- Board Policies 3224-3225 address academic personnel.
- Board Policy 3310 addresses classified personnel.
- Administrative Regulations 3120, 3121 and 3130 address similar issues.

Procedures concerning discrimination, sexual harassment, and equal employment opportunity exist in Administrative Regulations 3120 and 3121. Grievance procedures have been included in the most recent agreement between the District and California School Employees Association (Article 10), and in Article 12 of the agreement between the Faculty Association and the District.

Training in prevention of discrimination and harassment is required of personnel in management or lead capacities (e.g., managers, deans, department chairs, faculty leaders and classified lead personnel). Equal employment opportunity training is available to all faculty and is required for representatives serving on screening committees for faculty positions.

Evaluation— IIIA.3, IIIA.3(a)

The Office of Human Resources works with the Superintendent/President's office and with participatory governance committees to ensure that the personnel-related Board Policies and Administrative Regulations are developed and updated as needed. Updates are posted on the College website in the District Planning and Policies section of the College Governance webpage.^{xvi}

Some concerns have been expressed about the amount of time and effort expended to discuss, revise or develop personnel policies, which is the result of vetting within multiple interested parties.

The Office of Human Resources is presently reviewing all personnel policies and procedures and providing oversight in updating them as appropriate. Board Policies and Administrative Regulations developed or in the process of being developed during 2009 include anti-nepotism; workplace/campus violence and anti-bullying; whistleblower protection; fingerprinting; District records; drug free campus/prevention; anti-discrimination and harassment; and transportation safety.

The Office Human Resources ensures that policies and regulations are adhered to and that treatment of all personnel is fair and equitable. The Office of Human Resources is also developing a more formalized, systematic management training program to ensure consistent application of college policies and regulations.

College community awareness of the existence of personnel policies could be significantly improved. This effort has begun through updates to the college website, which now offers improved access to personnel policies and procedures, and access to the most current documents and forms. For example, an Equal Employment Opportunity/Diversity component was added to the Human Resources webpage and the site now articulates links to appropriate Board Policies pertinent to Equal Employment Opportunity.^{xvii}

Plan— IIIA.3, IIIA.3(a)

- 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.
- The Office of Human Resources will ensure that its website is regularly updated and user-friendly.

IIIA.3(b) The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with the law.

Description—IIIA.3(b)

The Office of Human Resources maintains personnel files for all employees. The files include, for example, employees’ applications, resumes, employment contracts or offers of employment, evaluations, letters of warning or reprimand (if any), disciplinary actions (if any), letters of commendation, salary worksheets, transcripts, and all employment paperwork such as federal withholding forms (i.e., W4), retirement paperwork, emergency cards, and beneficiary forms. Personnel files are stored in a file room within the Human Resources office and are locked during non-business hours. Access to these files is limited to the Human Resources staff.

The College provides employees access to their records in accordance with the California *Education Code*, Title 3, Section 87031, Employees^{xviii} and AR 3132, Personnel Records. Board Policy 3131, Personnel Records, defines the procedure for personnel who wish to access records archived by the District.

To access a file, an employee contacts the Office of Human Resources for an appointment. The designated personnel specialist or technician asks the employee to complete a form requesting review of the file and sits with the employee while the employee reviews the file. Upon written request by the employee, copies of the contents are provided, and the request is placed in the employee's personnel file.

Evaluation— IIIA.3(b)

The exterior door locks of both the Office of Human Resources and the Personnel Commission Office were changed in Fall 2008. During Spring 2009, it was discovered that the Human Resources office file room door had a master lock, thus allowing any college personnel with a master key access to these files. Upon discovery, the file room lock was changed. The Office of Human Resources has improved the security of the District personnel files, ensuring that only Human Resources staff have access to the file room.

Document imaging of paperwork has recently begun with many of the older files. The objective is to image the active files and eventually achieve a paperless operation. This will enhance both the security and retrieval of employee records. Progress in this area will depend in part on budgetary considerations.

Plan— IIIA.3(b)

- The Office of Human Resources will provide ongoing internal office staff training pertaining to maintenance of personnel records.

IIIA.4 Equity and Diversity

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

IIIA.4(a) *The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

IIIA.4(b) *The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.*

IIIA.4(c) *The institution subscribes to, advocates, and demonstrates integrity in treatment of its administration, faculty, staff, and students.*

Description—IIIA.4, IIIA.4(a), IIIA.4(b), IIIA.4(c)

One of the College’s greatest strengths and its attraction for students and staff alike is the enormous diversity of its student population and its genuine appreciation for and celebration of diversity. Due in part to its geographical location, which attracts people from all over the world and all walks of life, the College’s definition of diversity is somewhat broader than that of most other educational institutions. It encompasses not only students, faculty and staff from various racial, ethnic, and religious groups but also veterans, individuals with disabilities, and students of all ages, and social and economic situations. With the College’s large population of international students, celebration of different national origins is also central to the appreciation of diversity.

Appreciation of diversity is built into the College’s Mission “to serve the world’s diverse communities by offering educational opportunities which embrace the exchange of ideas in an open, caring community of learners and which recognize the critical importance of each individual’s contribution to the achievement of the College’s vision.” Moreover, it is an Institutional Learning Outcome that through their experience at Santa Monica College students will learn to “respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.”

Opportunities to explore and more fully appreciate diversity abound at the College through collegewide initiatives, professional development opportunities at home and abroad, professional development activities, guest lectures, week-long celebrations, and one-day conferences. For example:

- **The Global Initiative**, begun as a task force, has evolved into a collegewide effort to infuse global awareness and diversity through curriculum development, professional development, study abroad programs, and more thorough integration of international students into the life of the College and surrounding community. The ongoing work of

this group is now guided by the Global Council, an interdisciplinary “think tank,” whose membership comprises full- and part-time faculty, classified staff and administrators.

- **The Student Equity Task Force** was formed to explore and document the influence of gender and ethnicity in success rates as defined by retention, persistence, and degree and certificate completion. The results of the Task Force’s work are documented in the College’s Student Equity Plan.^{xix}
- **The Salzburg Global Seminar** is a professional development opportunity provided to faculty and staff for the past three years. Thus far, 30 faculty, staff and administrators have participated as fellows in the Salzburg Global Seminar in Austria and, upon return, have contributed knowledge gleaned from their experience to collegewide efforts to increase awareness of global issues such as environmental sustainability, human rights and diversity.
- **Asian and Pacific Islanders Week** is a celebration of the cultural contributions of Asian and Pacific Islanders and includes lectures, food, and music and dance performances.
- **The Persian Cultural Awareness Program** was organized and presented in Spring 2009 to help faculty, staff and students more fully understand and appreciate the history and culture of Iran.



Figure IIIA-2: Dr. Tsang and the 2009 Team of Faculty and Administrators Attending the Salzburg Global Seminar in Austria

In addition, the Academic Senate Joint Professional Development Committee supports and promotes diversity collegewide through its coordination of professional development activities that include flex day activities, conference funding, training, and special projects.

The Office of Human Resources makes presentations and conducts workshops to recruit and train faculty/staff who volunteer to become Equal Employment Opportunity representatives. These representatives are given a recently revised printed handout, *Equal Employment Opportunity Hiring Training*. Managers, department chairs, faculty leaders and other personnel in leadership positions are encouraged to attend these informative training sessions and serve as Equal Employment Opportunity representatives.

The College is committed to employing and maintaining a diverse workforce while complying with the tenets of Proposition 209. Equal Employment Opportunity representatives continue to participate in faculty screening committees. This commitment is best exemplified by the award given to Santa Monica College in March 2005 by the California Community Colleges Chancellor's Office for significantly increasing diversity in its administrative staff. In fact, the College was one of only seven community colleges statewide to be named for increasing administrative diversity over the last ten years. In the past decade, the College has nearly doubled its representation of minority groups in its administrative ranks; ten years ago, 27 percent of the College's administrators were members of underrepresented groups, and by 2005, the number had increased to 47 percent. Currently, the percentage of underrepresented administrators is approximately 45 percent.

In Spring 2009, the Office of Human Resources organized a group of classified employees, faculty and administrators to attend the National Conference on Race and Ethnicity in American Higher Education Convention (NCORE). This conference series constitutes the leading and most comprehensive national forum on issues of race and ethnicity in American institutions of higher education. The conference focuses on the complex tasks of creating and sustaining comprehensive institutional change designed to improve racial and ethnic relations on campus and to expand opportunities for educational access and success by culturally diverse, traditionally underrepresented populations.

The College's NCORE participants represented a core group of employees educated in matters of diversity. The group continues to meet and strategize as "Team Diversity," playing a key role in the planning and execution of the collegewide diversity/inclusivity training. The team will provide support and leadership to the college community in addressing diversity issues.

District employment data is submitted annually to the California Community Colleges Chancellor's Office and is included in the statewide summary of *Reports on Staffing: Employee Category Ethnicity/Gender Headcount Distribution by District*. It includes data pertaining to administration, full-time faculty, part-time faculty and classified support staff.

During Spring 2009, the Office of Human Resources used diversity data supplied by the Office of Institutional Research and the Management Information Systems Department to prepare the *Santa Monica College Employee Diversity Report*. This report analyzed diversity and gender data for the years 2006-2007, 2007-2008, and 2008-2009 for academic administrators, classified managers, full-time faculty, part-time faculty, and classified support staff. It also includes demographic data about job applicants. The report was presented to the Board of Trustees on October 6, 2009 and has been posted on the Human Resources website.^{xx}

Regarding the treatment of personnel, policies and procedures are in place and include:

- AR 3120, Equal Employment Opportunity Program and Unlawful Discrimination Complaint
- AR 3121, Sexual Harassment Prevention
- AR 3130, Complaint Against District Personnel

New Board Policies are under review or have recently been approved by the Board of Trustees governing anti-nepotism, whistle-blower protection and workplace/campus violence and anti-bullying. The DPAC Human Resources Subcommittee is in the process of drafting the District's Model Equal Employment Opportunity Plan.

In addition, other training and consultative services ensure that employees are treated fairly. The Office of Human Resources offers ongoing mandated training such as Unlawful Discrimination and Harassment Prevention. Modules are offered both onground and online. The District Americans with Disabilities Act/504 Compliance Officer consults with employees and their supervisors about reasonable accommodations, as needed, providing training for supervisors of employees who require workplace accommodations and offering suggestions about methods for meeting obligations under federal and state law.

The Equal Employment Opportunity/Diversity webpage, posted on the College website, provides links to Board Policies, Administrative Regulations, and federal and state laws regarding harassment and unlawful discrimination.^{xxi}

Evaluation—IIIA.4, IIIA.4(a), IIIA.4(b), IIIA.4(c)

Myriad services and initiatives focusing on diversity exist at Santa Monica College, and the work of several committees is directly tied to equity and diversity matters.

Equal Employment Opportunity training is conducted regularly for hiring committees, both for academic personnel hiring committees and the panelists participating in the Personnel Commission's qualifying process for classified positions.

While required data on diversity had been reported each year to the state, little systematic analysis of the data had been done since 2003, except for the efforts of the Student Equity Task Force. However, as noted in the Description, the Office of Human Resources worked closely with the Office of Institutional Research and the Management Information Systems Department to obtain data on the diversity of college personnel, which was compiled in the *Equal Employment Opportunity Survey*.

The College has updated some practices and policies, but others still require revision. For example, Board Policy 2410, Non-Discrimination on the Basis of Disability, was last revised in 2004. The College is currently reviewing this policy as well as other Board Policies and Administrative Regulations that pertain to discrimination including Board Policies 3121, Non-Discrimination in Employment; 3122, Sexual Harassment; and 3130, Citizen Complaints Against District Personnel; and Administrative Regulations 3120, Equal Employment Opportunity Program and Discrimination Complaint Procedure; and 3121, Sexual Harassment Prevention. The Office of Human Resources has been working to revise and update the District website to include information relative to anti-discrimination complaint procedures and will ensure that all current and new personnel receive information relative to its anti-discrimination policies and complaint procedures.

Plan—IIIA.4(a)

- 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.5 Professional Development Opportunities

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

IIIA.5(a) *The institution plans professional development activities to meet the needs of its personnel.*

IIIA.5(b) *With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Description—IIIA.5, IIIA.5(a) and IIIA.5(b)

The College provides many varied opportunities for professional development. The District calendar includes designated days set aside for institutional, departmental, and individual flex activities. Full-time faculty are required to participate in professional development activities for a total of nine days during an academic year, and opportunities for classified employees are incorporated into the institutional flex days as well. Moreover, the new faculty peer evaluation form specifies that faculty must maintain currency in professional knowledge through professional literature, professional memberships, workshops, conferences, or other activities.

The Academic Senate Joint Professional Development Committee is a major source for planning and support of professional development activities. The Committee oversees the organization of Institutional Flex Days, Opening Day activities, and the distribution of state funds available for the purpose of professional development. When available, these funds have traditionally been used to support individual faculty and staff members' attendance at professional conferences.

In addition, the Basic Skills Initiative Committee and the Global Council provide funding for professional development opportunities such as Skip Downing's *On Course*, a faculty development program designed to impart learner-centered strategies for empowering students to become active, responsible learners, and statewide rubric development projects.

Each year, the current faculty agreement provides up to eight semester-long sabbaticals to be used for professional development and five fellowships for development of special projects. Recent fellowships have provided opportunities for faculty to develop expertise with specific software programs, to develop web-based resources that enhance instruction, and to research and develop resources for community service learning. In addition, the contract supports faculty

mentors, experienced online instructors, who assist instructors who are developing an online course for the first time and provides up to \$20,000 in professional development funds.

Other opportunities are made possible through the Santa Monica Foundation including the “Chairs of Excellence” and the “Margin of Excellence” awards:

- The **Margin of Excellence Mini-Grants Program** was founded in 2005. These grants (maximum \$5,000) may be used for equipment or other forms of programmatic support not covered by the district’s budget to enhance both the teaching and learning experiences. Direct impact on or involvement with students is a top priority. In 2009, the committee met in early summer and awarded \$45,000 to fund 17 proposals.^{xxii}
- The **Chairs of Excellence** are designed as a professional incentive for faculty members to try new, innovative avenues to enhance both their own development and their students’ learning environment. Recipients of the awards receive \$5,000 annually for three years. Awardees are selected by a committee composed of department colleagues, Foundation board members and donor representatives.^{xxiii} There are currently nine chairs:
 - Avaya Inc. & Anixter, Inc. Chair of Excellence in Life Science
 - Northrop Grumman/Elkin Chair of Excellence in Physical Science
 - John F. Drescher Chair of Excellence in Earth Science
 - Ilona Jo Katz Chair of Excellence in Music
 - Jose Luiz Nazar Chair of Excellence in Performing Arts
 - Sam Francis/Martin Sosin Chair of Excellence in Art
 - Saint John’s Health Center Chair of Excellence in Nursing
 - the SMC Foundation Chair of Excellence in Philosophy & Social Science
 - the Carol & Bill Ouchi Chair of Excellence in Business

In addition to these awards and activities, periodic training is provided in other areas. The following are examples of such opportunities offered to college personnel:

- effective teaching practices such as the Great Teaching series, funded by a Title V, Developing Hispanic Institutions grant from the US Department of Education;
- webinars, provided by the College’s distance education course management provider, eCollege, to disseminate information on effective teaching practices for online education;
- the Generation 1.5 workshops, designed to help instructors understand the special needs and concerns of language minority students and provide opportunities for inter-segmental collaboration with area high schools, community colleges, and universities;
- workshops on academic integrity and avoiding plagiarism, facilitated by the Honor Board;

- presentations by the Crisis Prevention Team made to department chairs and to academic departments on strategies to help recognize and prevent crises;
- a workshop on student learning outcomes facilitated by faculty who had attended a three-day training session on the student learning outcome assessment cycle;
- a Family Educational Record Privacy Act (FERPA) presentation to describe the rights and responsibilities of students to help college personnel comply with FERPA regulations;
- sabbatical-writing workshops offered by the Academic Senate Joint Sabbaticals and Fellowships Committee to help faculty develop plans for sabbaticals and to write effective proposals; and
- statewide Academic Senate workshops provided in areas such as senate leadership, student learning outcome assessment, and career technical education programs.

In addition, many online resources are available for professional development such as the Faculty Conference Center, which provides archives of workshops offered for enhancement of online instruction. Currently, seven of these are available to faculty through eCollege's FAC 101:

- Increasing Instructor Presence in an Online Course
- Improving Student Learning: Thoughts and Reflections
- Look Back, Looking Ahead...Looking Around
- Assessment at a Higher Level: An Instructor Perspective
- The Myths of Educational Technology
- ePortfolios on the Rise as Potential Assessment Tools
- Content Coverage versus Time Constraints in Online Learning

Technology training is also provided to all college personnel. Explained fully in Standard IIC, this training includes online training in most office suite software products through an external provider, Element K, and staff-provided workshops on topics such as Internet usage, multimedia content development, and homepage design.

For administrators and managers, the Santa Monica College Management Association partners with the Office of Human Resources to provide professional development activities for academic administrators, classified managers and confidential staff members. Last year, for example, training was provided on a variety of topics such as effective employee evaluation, discipline processes and understanding changes to the classified contract. Additionally, the College has membership in the employment law firm Liebert Cassidy Whitmore's Southern California Employer Relations Consortium, which provides twelve workshops for management personnel per year.

The Office of Human Resources has also adopted an ambitious timeline to improve management training through: providing a more comprehensive and dedicated orientation for new and existing managers; developing and providing a *Management Handbook*; and establishing interactive and focused training dedicated to providing managers with effective tools and templates.

The Superintendent/President has also made professional development a high priority, funding, for example, faculty, classified staff and administrators to participate in the Salzburg Global Seminar (described above), and securing a grant to provide an educational tour of Turkey for faculty and staff.

Ideas for professional development activities often come to the chair of the Academic Senate Joint Professional Development Committee through discussions of various campus concerns during Academic Senate Executive Committee meetings. At these meetings chairs of Academic Senate joint committees—including Program Review, Curriculum, Equity and Diversity, Department Chairs, and Professional Ethics and Responsibilities—report on their activities and suggest ways to disseminate information, raise awareness, or provide training to faculty.

The Academic Senate Joint Professional Development Committee periodically distributes and collects surveys from faculty and staff to ensure that professional development opportunities address the needs of the faculty and other personnel. Twice yearly, the College disseminates evaluation surveys to faculty and staff during the institutional flex days.

Evaluation— IIIA.5, IIIA.5(a) and IIIA.5(b)

The College provides a wide variety of professional development opportunities to its faculty and staff throughout the year and in many venues: on and off campus, onground and online, and even abroad.

The College solicits evaluation surveys to identify areas of strength and areas that need improvement. The comments from these surveys are incorporated into the planning of future professional development programs and opportunities. The constant re-evaluation of programs assists the College to ensure meaningful professional development activities to all members of the college community.

In addition to evaluating the quality of the professional development events, faculty are evaluated on their participation in professional development activities via the new peer evaluation form that helps ensure that faculty are maintaining currency in professional knowledge through professional literature, professional memberships, workshops, conferences, or other activities.

Upon completion of sabbaticals, recipients are required to submit a report of activities to the Academic Senate Joint Sabbaticals and Fellowships Committee demonstrating their accomplishment of sabbatical goals. Sabbatical and fellowship recipients share their experiences with their departments, the Board of Trustees, and during Institutional Flex Day workshops.

During Spring 2009, the DPAC Human Resources Subcommittee was charged with defining classified training opportunities and the list was presented to the California School Employees Association President.

Plan—IIIA.5, IIIA.5(a) and IIIA.5(b)

None

IIIA.6 Planning and Integration

Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Description—IIIA.6

Since the last accreditation visit, progress has been made in integrating human resource planning with institutional planning. Staffing recommendations are made from all employee groups, and the Academic Senate Joint Program Review Committee notes staffing patterns in its year-end summary report to the District Planning and Advisory Council. However, recommendations are ultimately initiated through all levels of management and are subject to specific review, budget alignment, and approval processes.

The College's senior staff, which includes the Superintendent/President, the Executive Vice President, other college vice presidents, and Campus Counsel, assesses the College's personnel needs based on college needs, budget, and available resources. The Executive Vice President and Vice President, Human Resources review all classified and management position requests and make final recommendations as to whether positions will be established or replaced. Members of senior staff also monitor the linkage between budget, planning, and financial impact in their organizational review process.

Academic Personnel

As described in Standard IIIA.1, full-time academic personnel staffing needs are prioritized annually by the Academic Senate Joint New Contract Faculty Positions Ranking Committee. Recommendations for new full-time faculty positions are carefully reviewed and prioritized based on the needs of the respective department or program and anticipated student enrollment growth. Planning documents used to support the recommendations include a report that documents the faculty changes within each department (i.e., losses and gains in faculty positions); enrollment reports, which list the courses with the highest and lowest enrollment; labor market data, which document the anticipated employment needs within career technical areas; and program review summaries for each discipline or department requesting a new faculty position. Recommendations of the committee are forwarded to the Superintendent/President, who makes the final decision regarding which new full-time faculty positions will be recommended to the Board of Trustees to be recruited for hire in the coming year.

Other planning activities include the review and revision of Administrative Regulations and Board Policies. Two Administrative Regulations, AR 3211.1, Procedure for Hiring Full-Time Contract Faculty, and AR 3230.1, Procedure for Hiring Hourly Temporary Faculty, were reviewed and updated by both the Academic Senate Joint Equity and Diversity and the Personnel Policies committees, and implemented during the 2007-2008 academic year.

Classified Personnel

The Personnel Commission manages the recruitment and selection processes for classified personnel (i.e., classified staff, classified management and confidential personnel). The Personnel Commission ensures that qualified personnel are hired from certified eligibility lists.

Classified personnel positions are planned in concert with the college budget. Classified Vacancy Lists are generated by Human Resources monthly after each regular Board of Trustees meeting to indicate all vacant classified positions and the status of each position. The Vice President, Human Resources and the Executive Vice President review and approve, as appropriate, the filling of recommended vacancies for both new and replacement positions. The Director, Fiscal Services reviews this list and tabulates projected expenses and impact on the District budget.

The use of temporary classified personnel, particularly limited-term employees, had been questioned by the California School Employees Association. A review of the District's use of limited-term, provisional, non-merit classifications and professional experts is currently in progress. This review is critical to ascertain appropriate planning for staffing needs. The District is working with California School Employees Association to address concerns. The Office of Human Resources is also reviewing all non-merit classifications (i.e., non-bargaining unit positions which include art models, community education instructors, and other positions with widely fluctuating and largely unpredictable demand) to ensure that these positions are appropriately designated.

Administration

The need to fill administrative positions is determined by the Superintendent/President in consultation with the vice presidents. However, in recent years, the Academic Senate President, who meets regularly with the Superintendent/President along with other Senate leaders (e.g., the Senate President Elect, Chair of Chairs, and Chair of Program Review) has provided input to the process. For example, Academic Senate leadership was instrumental in arguing in favor of hiring a full-time management position: the Project Manager for Sustainability Coordination. This is an example of the collective commitment to participatory governance embraced by the College.

Evaluation—IIIA.6

The Director of Classified Personnel has made progress in improving the timeliness of hiring personnel and the overall hiring process for classified employees by soliciting more input from departments. However, some college personnel have been frustrated by the length of time it has

sometimes taken to fill positions in the past. Over the last several years, the Personnel Commission Office lost staff and suffered a succession of directors, many of whom did not understand the purpose or profession of the office. Positions were not advertised or tested for appropriately and recruitments were not coordinated with the hiring department or without the hiring department's input. This changed dramatically when the current Director of Classified Personnel joined the College in 2007. In addition to establishing processes and procedures that have improved the recruitment, qualifying and selection of classified employees, the Director of Classified Personnel has also hired additional staff within the Personnel Commission Office. As a result also most positions are now recruited for and filled appropriately and expeditiously.

Frustration has also been voiced in the past by hiring departments about the quality of the candidates they interview when lists have been in high demand or nearing the end of the valid period (typically one year), particularly for positions with high turnover or for classifications in high demand across the College, but again, the Director of Classified Personnel has made great strides to ensure that recruitment and qualification processes result in lists of well-qualified candidates.

Another weakness lies in the lack of opportunity to adequately forecast personnel needs: historically, needs have been dictated by events as they occur, when vacancies are created due to employees' separation from the District. A formal system for monitoring human resources staffing plans for each classification would enhance the College's ability to plan for replenishing eligibility lists. Over the past two years, the Personnel Commission has improved the turnaround of classified vacancies approved for replacement. In two recent cases (the Management Information Systems Director and Mail Services Supervisor), the Personnel Commission has instituted recruitment activities upon being notified of the anticipated employee separations.

Plan—IIIA.6

- Human Resources and the Personnel Commission Office will develop and implement a formal system for monitoring human resources staffing and plans for each classification.

Selected Standard IIIA References

ⁱ Merit Rules, Chapter 3 – Position Classification Plan:

http://www.smc.edu/Projects/188/Merit_Rules/MR_Ch3.pdf

ⁱⁱ Santa Monica College job classifications:

<http://agency.governmentjobs.com/smc/default.cfm?action=agencyspecs&pg=1>

ⁱⁱⁱ Board of Trustees Minutes, April 2009:

http://www.smc.edu/projects/32/Trustees_Meeting_Information/Board_of_Trustees_Meetings/2009/2009-04-06-Minutes.pdf

^{iv} Administrative Regulation 3230, Recruitment and Selection of Part-Time Faculty:

http://www.smc.edu/projects/37/personnel_policies_committee/ppc_official_ar_3230_recruitment_and_selection_part_time_faculty.pdf

^v Peer Evaluation Form for Faculty:

http://www.smc.edu/projects/169/SMC_Employees_Only/Evaluation_Forms/Faculty_Evaluation_Forms/Certificated_Peer_Evaluation_Form.pdf

^{vi} Academic Senate Joint Distance Education Committee website:

<http://www.smc.edu/apps/pub.asp?Q=664>

^{vii} Academic Senate Professional Ethics and Responsibilities Committee website:

<http://www.smc.edu/apps/pub.asp?Q=745&B=1>

^{viii} Online readiness to teach document:

http://academicsenate.smc.edu/distanceed/links/best%20practices/Course%20Readiness%20Tool/FacultyReadinessToolv2_2008final.mht

^{ix} Semester Starter Kit for Distance Education Faculty:

http://www.smc.edu/apps/docs.asp?Q=Projects/37/Distance_Ed/DE2007-08/DE_BEST_PRACTICES

^x Faculty Peer Evaluation Form:

http://www.smc.edu/projects/169/SMC_Employees_Only/Evaluation_Forms/Faculty_Evaluation_Forms/Certificated_Peer_Evaluation_Form.pdf

^{xi} Faculty Statement on Ethics: <http://www.smc.edu/apps/Pub.asp?Q=822>

^{xii} Academic Senate Professional Ethics and Responsibilities Committee website:

<http://www.smc.edu/apps/pub.asp?Q=745&B=1>

- ^{xiii} Board Policy Manual, 1000 series:
http://www.smc.edu/projects/32/Board_Policy_Manual/BP_1000_B-T.pdf
- ^{xiv} Administrative Regulations, 3000 Series: <http://www.smc.edu/projects/31/AR3000.pdf>
- ^{xv} Board Policies: <http://www.smc.edu/apps/pub.asp?Q=545&B=1>
- ^{xvi} Board Policies and Administrative Regulations:
<http://www.smc.edu/apps/docs.asp?Q=Projects/31>
- ^{xvii} Human Resources Equal Opportunity Resources :
<http://www.smc.edu/apps/comm.asp?Q=284>
- ^{xviii} California Education Code Section 87031: <http://law.justia.com/california/codes/edc/87031-87045.html>
- ^{xix} Student Equity Plan (2005):
http://www.smc.edu/Projects/31/StudentEquityReport_Spring2005.pdf
- ^{xx} *Equal Employment Opportunity Survey*:
<http://www.smc.edu/apps/pubs.asp?Q=2&T=SMC+Employee+Diversity+Report+&P=284>
- ^{xxi} Equal Employment Opportunity Webpage: <http://www.smc.edu/apps/comm.asp?Q=284>
- ^{xxii} Santa Monica College Foundation Margin of Excellence Award Winners:
<http://foundation.smc.edu/Page.aspx?pid=232&srcid=212>
- ^{xxiii} Santa Monica College Foundation Chairs of Excellence:
<http://foundation.smc.edu/Page.aspx?pid=235>

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Standard IIIB: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Introduction

From its inception, Santa Monica College has faced significant challenges stemming from the limitations of its physical plant. Throughout its 80-year history, these challenges have been successfully addressed through careful planning and management. Founded in 1929, the College initially occupied only three classrooms on the second floor of Santa Monica High School, employed eight faculty members and served 153 students. Three years later, the College moved to a brick building on the grounds of a local elementary school but a year later was physically evicted from that locale by the 1933 Long Beach earthquake (not the last time that a California temblor would transform the College). The College relocated to a city of tents constructed of wooden floors and canvas roofs, where students studied under the glaring sun in the summer and drenching rains in the winter. In fact, rainstorms were sometimes so severe that classes had to be cancelled. At that time, the College was affectionately referred to as Splinterville, and bungalows were eventually constructed to augment the tents.

In 1940, the Santa Monica Board of Education approved the purchase of a 16-acre site, which eventually became the main campus of the College. In 1948, Corsair Stadium was opened on Pearl Street, and in 1950, more than 20 years after the College's inauguration, ground was broken for a new campus. By the 1980s and 1990s, the main campus of the College, covering 38-acres along Pico Boulevard, was serving more than 20,000 students. Classroom space was and continues to be limited, exacerbated by aging and overburdened facilities that suffered permanent damage during the 1994 Northridge earthquake. Shortly after the earthquake, the College began intensive planning to address its facilities needs, reflected in the *Master Plan for Education* (1997), which defines the goals and objectives for the College and serves as a guiding principle for facilities planning with safe and sufficient physical resources to support programs and services as its focal point. The *Master Plan for Education* and the *Comprehensive Facility Master Plan* provide the template for development of the College's physical infrastructure.

More than 1,000 individuals, including college faculty, staff and students and members of the community, helped develop these documents by following a review process that included more than 35 public meetings and focus groups. The resulting *Comprehensive Facility Master Plan*, which includes a lengthy section on Design and Development Principles, supports the College's Mission, Vision, Values and Goals, specifically to preserve educational quality and to enhance student success. Clearly defined planning and development principles have kept the College's facility construction program on track and in place since the adoption of the *Comprehensive Facility Master Plan* in 1998.

As shown in the timeline (Figure IIIB-1), and to its credit, the College has brought the majority of the projects defined in these documents to fruition, a testament to careful and deliberate planning and the college community's commitment to fulfilling its mission. The careful planning is reflected in the multiple state and regional awards these projects have received, which include two prestigious California Construction Magazine Awards, for the Theatre Arts Building and the Performing Arts Center.

The *Comprehensive Facility Master Plan* has guided the College during earthquake recovery projects designed to retire and replace obsolete buildings. It has also served as a guide in the development of the College's telecommunications infrastructure and improvement of parking and traffic circulation.

The principles articulated in the plan have allowed the College to maintain open space and regulate density while achieving cost-savings through strategies such as grouping similar programs in close proximity to take advantage of shared facilities and equipment. For example, the Academy of Entertainment and Technology houses several related disciplines (Interior Architectural Design, Graphic Design, and Entertainment Technology) to take advantage of the synergy among the programs and the shared use of high-end computer equipment needed by each program. In addition, annual updates to the *Comprehensive Facility Master Plan* continue to guide the relationship of the main campus with its satellite facilities and advance college facilities as a community resource.

The implementation section of the original version of the 1998 *Comprehensive Facility Master Plan* recognized the then-current resources, primarily Federal Emergency Management Agency earthquake recovery funds, Proposition T funds (a 1992 bond measure), and state capital grants. However, the plan also addressed a significant number of unfunded capital needs, in anticipation

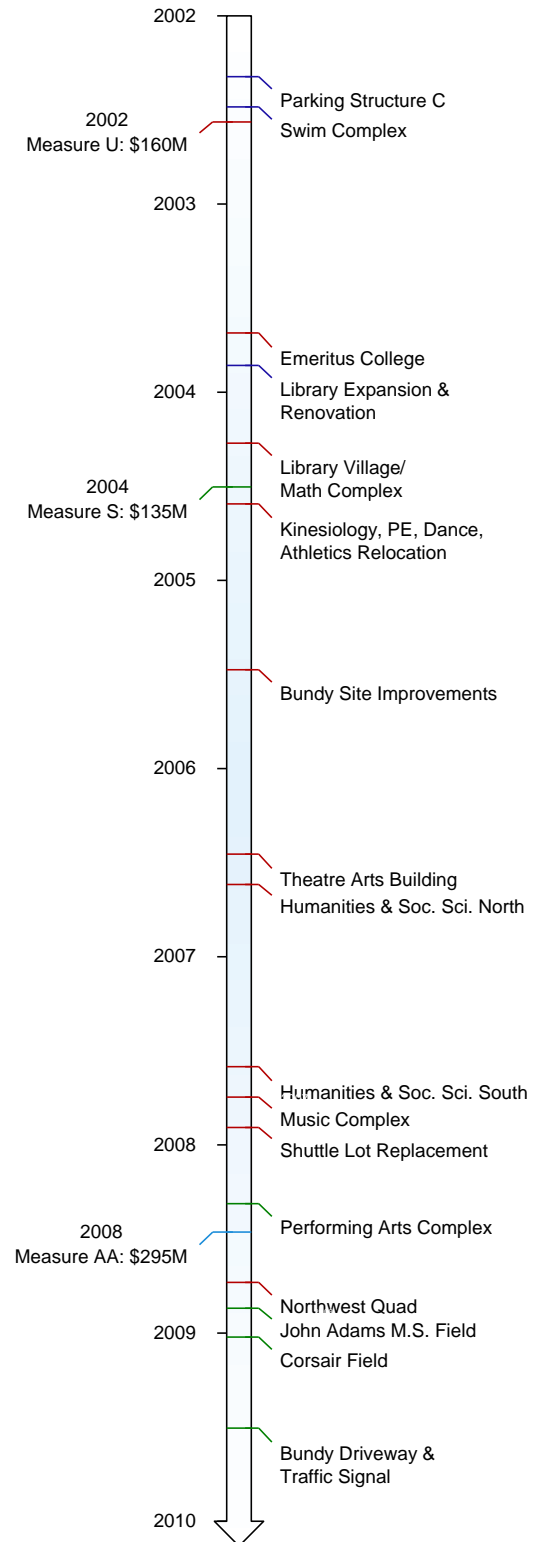


Figure IIIB-1: Facilities Projects Completed Since 2002

that future funding resources would become available. Fortunately, the College has been able to pass several subsequent bond measures (Measures U, S and, most recently, AA) that have made possible many projects including the acquisition of several new properties.

The facilities planning process has assisted the College in framing its online learning initiative as a means to expand student access without further straining the College's overburdened classroom



**Figure IIIB-2: The Santa Monica College Quad
(During and After Construction)**

and parking facilities. Another project developed through the planning process is the transportation partnership, “Any Line, Any Time,” among the College and the City of Santa Monica's Big Blue Bus, which allows students, faculty and staff to ride city buses for free.

Today, the College's physical plant includes a 38-acre main campus and five satellite sites. The College continues to grow despite being landlocked in a densely populated, expensive area with high building density. To be brought fully into use,

every new facility requires a complicated, finely choreographed, and carefully timed plan that moves programs to temporary offices and classrooms while one building is demolished and another is constructed—a process that sometimes requires several programs or departments to temporarily relocate. Furthermore, the presence of construction zones often forces students and staff to negotiate a complicated labyrinth to safely traverse college sites as shown in the “before and after” pictures of the new Quad (Figure IIIB-2).

Even with these ongoing obstacles, students continue to attend the College to take advantage of its unmatched selection of instructional programs and services. In the 1980s and 1990s, the Collegewide Coordinating Council was the planning body responsible for developing planning recommendations. By the early 2000s, the process had largely broken down, as noted by the last accreditation team. A new planning body, the District Planning and Advisory Council (DPAC), accompanied by new

planning processes, was established to replace the Collegewide Coordinating Council. Abiding by the principles of participatory governance, DPAC effectively develops plans and provides recommendations to the Superintendent/President. DPAC and its subcommittees (described fully in Standard IV) provide the structure and processes for developing thoroughly deliberated recommendations that are based on input from the college community.

IIIB.1 *The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

IIIB.1(a) *The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.*

IIIB.2 *To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

IIIB.2(b) *Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for planning.*

Description—IIIB.1, IIIB.1(a), IIIB.2 and IIIB.2(b)

As shown in Figure IIIB-3, the Santa Monica Community College District operates a single college, Santa Monica College, within the district boundaries, which encompass the cities of Santa Monica and Malibu, portions of unincorporated Los Angeles County, and a single property within the city of Los Angeles annexed through agreement with the Los Angeles Community College District. The College attracts students from the surrounding areas of the greater Los Angeles basin, with most students residing within seven miles of the College in high-population communities.

The 38-acre main campus is located at 1900 Pico Boulevard in Santa Monica. The College also offers instruction at five nearby satellite sites: Bundy, Airport Arts, Performing Arts Center, Academy of Entertainment and Technology and Emeritus College.¹ Several administrative offices, including those of the Superintendent/President, are housed off-campus at 2714 Pico Boulevard, and the College operates a satellite parking facility, the Olympic Shuttle lot, as well as two parking structures on the main campus. Satellite sites comprise approximately 26 acres. Currently, the College has 33 buildings for a total of 1,044,547 gross square feet, of which 656,134 square feet are assignable (i.e., used for classrooms, offices, conference rooms,

laboratories, libraries and auditoriums). In contrast to older facilities, most of the newer buildings have been designed to use space far more efficiently than those they replaced.

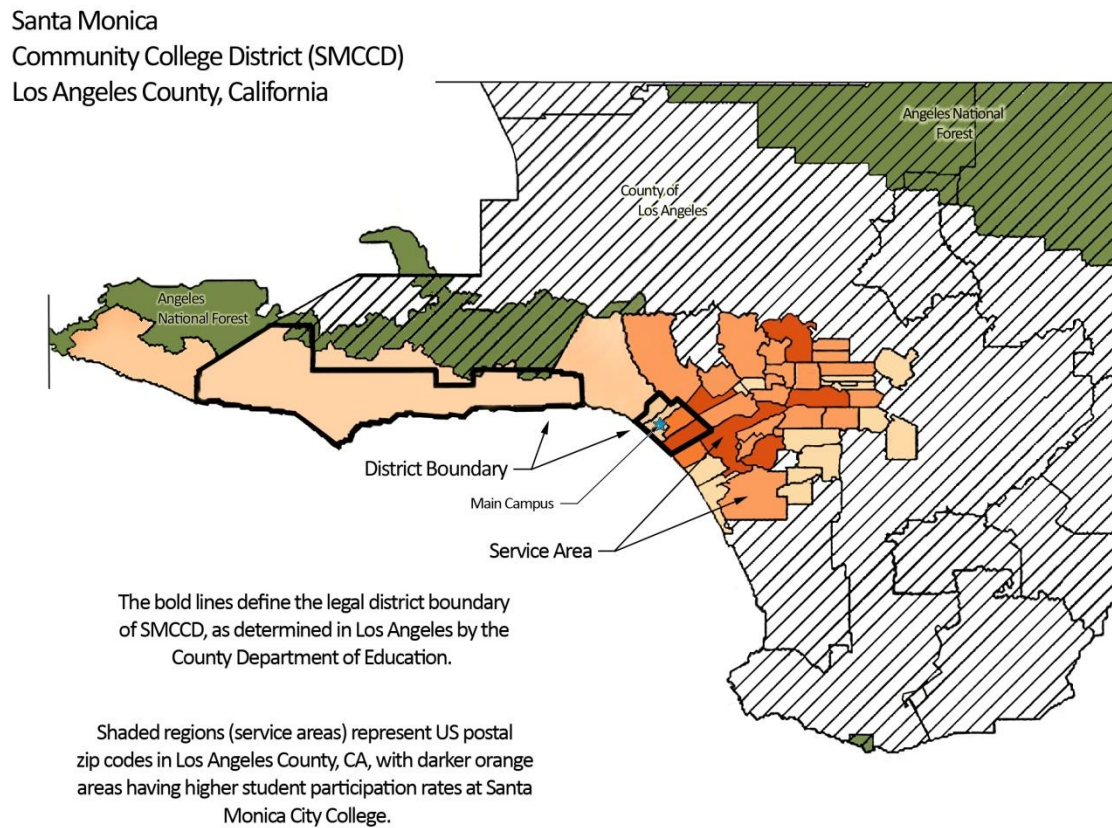


Figure IIIB-3: Santa Monica College District Boundaries

Though separated by short distances, the main campus and satellite sites operate as a single system. College shuttle buses and the “Any Line, Any Time” program (a joint venture between the College and the City of Santa Monica’s Big Blue Bus) allow students and staff to travel among campus sites free-of-charge throughout the day and evening.

Founded in 1929, Santa Monica College acquired the main campus site in the 1940s and began construction on it in the 1950s. The 1950 *Comprehensive Facility Master Plan* guided the first 10 years of college facility development, and the original buildings reflected the existing divisions, departments, and services of that period (e.g., Liberal Arts, Life Sciences, Speech Arts, Art and Music). The College’s career technical education programs, which had been housed at a separate location, moved to the main campus in the late 1960s. At that time, funding for construction of these facilities came from local sources, primarily bonds. The College had no formal process for facilities planning between the 1950s and 1998, and the passage of Proposition 13 in 1978 essentially eliminated local funding. Thus, facility development

throughout this period—which included the Business building, Library, parking structures and (now demolished) Amphitheater and Concert Hall—occurred *ad hoc* and was largely the result of targeted funding acquired from a variety of sources.

Impetus for the adoption of a new *Comprehensive Facility Master Plan* in 1998 was provided by the introduction of preferential parking (i.e., parking limited to residents with permits) around the neighborhoods adjacent to the main campus, approval of library and science modernization projects through the 1992 bond measure, and recovery efforts in response to extensive damages caused by the 1994 Northridge earthquake.

The 1998 *Comprehensive Facility Master Plan* identified a number of facilities and infrastructure projects, all of which have been completed or are in-progress. These included replacement facilities for the swimming pool, a parking structure, the Science building, and the Liberal Arts building; expansion of the Library; construction of a central quad area that provides an interior corridor for the main campus; a consolidated Student Services and Administration building; underground parking; Pico Boulevard improvements; and several related projects. These are remarkable achievements that demonstrate the College’s ongoing commitment to sound planning and fulfillment of its plans.

The 1998 *Comprehensive Facility Master Plan* also included planning for future growth on the main campus. Subsequent to its adoption, the College has been able to reduce the density of buildings and people on the main campus and ease traffic congestion in the community, accomplished through the acquisition of the Academy of Entertainment and Technology and Bundy satellite sites, the rapid growth and increasing popularity of online learning, and recent college transportation initiatives such as the “Any Line, Any Time” free transit program, which has reduced the need for additional parking structures.

College facility planning has continued since 1998 with the annual Board of Trustees adoption of the Five-Year Capital Outlay Plan and the 2001, 2002, and 2003 facility assessments conducted by 3D/International (3D/I). The 3D/I surveys were particularly valuable as they assessed the life-expectancy of every building, identified the needs of every program, and helped to determine which projects should be pursued. The results of these assessments were eventually incorporated in the voter-approved bond measures in 2002 (Measure U for \$160 million), in 2004 (Measure S for \$135 million) and in 2008 (Measure AA for \$295 million). They have also been used in project submissions for state-funding consideration in various years with funding approved for projects completed in 1999 (the Science Building), 2003 (Library renovation and expansion) and 2007 (earthquake replacement of the Liberal Arts Building with the Humanities and Social Science Building South) and for two other projects, one currently under construction (the Student Services and Administration Building) and one in the planning stage (the replacement Mathematics and Science extension buildings).

The continuing activities of the DPAC Facilities Planning Subcommittee, a technical amendment to the 1998 *Comprehensive Facility Master Plan* added in 2001, and the Bundy site *Comprehensive Facility Master Plan*, added in 2007, have been informed by the 3D/I assessments as well.

The 1998 *Comprehensive Facility Master Plan* is a living document that supports overall institutional development and design principles such as balance of open space and density; a safe, vehicle-free interior for the main campus with areas that encourage student interaction; parking self-sufficiency for each site; free public transportation; and responsible use of resources and a landscape heritage, which includes saving trees whenever possible by relocating them to other areas of the College. Updates to the *Comprehensive Facility Master Plan* also outline the College's role as a community resource with accessible public amenities such as theaters, swimming pools and athletic facilities, and establish the college facilities as jewels in the community's crown of citywide resources.

Furthermore, the principles underlying the *Comprehensive Facility Master Plan* have been integrated with the College's Institutional Learning Outcomes, which state, in part, that students will learn to "take responsibility for their own impact on the earth by living a sustainable and ethical lifestyle" and "respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events."

These core values and clearly-defined planning and development principles have kept the college facility construction program on track since the adoption of the 1998 *Comprehensive Facility Master Plan*. The program has been conducted in three phases:

- **Phase I – Recovery**, funded primarily by Federal Emergency Management Agency funds, Measure U (2002), and student capital surcharge fees, has supported the earthquake recovery replacement projects including parking structures and the Science, Theatre Arts, Humanities and Social Sciences, and Student Services and Administration buildings. It has also supported the creation of new programs and the movement of existing programs to satellite locations at the Academy of Entertainment and Technology, Bundy and Emeritus College.
- **Phase II – Partnerships**, funded primarily by Measure S (2004), have supported the new Eli and Edythe Broad Stage in partnership with community users; athletic playing field improvements in joint use with the Santa Monica/Malibu Unified School District; a planned Early Childhood Development Lab in joint use with the City of Santa Monica and the RAND Corporation; and a planned new educational center in Malibu in a joint powers agreement with the City of Malibu.
- **Phase III – Modernization**, funded primarily by Measure AA (2008), supports replacement of the Mathematics building and construction of a new Science Extension building, replacement of the Health, Fitness, Dance, and Physical Education building, and the modernization of ESL and Photography academic facilities on the main campus. A new Career Opportunity and Career Advancement building on the Bundy site as well as a new media and technology-driven programs complex on the Academy of Entertainment and Technology site are also planned. These projects are designed to assist the College in preparing students for the jobs of the 21st century by providing improved facilities for the teaching of mathematics, science and technology.

Efforts to update the *Comprehensive Facility Master Plan* to incorporate the planned projects have been underway since Spring 2008. The DPAC Facilities Planning Subcommittee, the full DPAC body, and the Board of Trustees have participated in presentations as the updated plan is being drafted, and it is currently being circulated for community input and environmental clearance, with final adoption anticipated in Spring 2010.

Planning for the provision of safe and sufficient physical resources to support programs and services is encompassed within the *Master Plan for Education*, which defines the goals and objectives for the College and serves as a document of guiding principles for facilities planning. The *Comprehensive Facility Master Plan* focuses on facilities issues related to specific projects needed to meet the goals set in the *Master Plan for Education* annual updates and ensures that programs, services, and learning facilities are adequately provided for and maintained. Essentially, the master planning process drives the updates to the *Comprehensive Facility Master Plan*.

Updates to both the *Comprehensive Facility Master Plan* and the *Master Plan for Education* are integrally tied to instructional needs as demonstrated by facilities projects affecting nearly every discipline. Extraordinary efforts have been made to include input from impacted programs as buildings and facilities are constructed, renovated or upgraded. Program needs are just one aspect of facilities planning, but there are several avenues through which programs and departments can communicate needs and specify requests. Information may be sent directly to the area vice president, the Director of Facilities Planning, the DPAC Facilities Planning Subcommittee or described in the self-study report during program review.

Advisory board recommendations are considered in the planning of career technical education program facilities. Department-level analyses of program and infrastructure needs have accompanied the bond ballot measures and the state capital outlay proposals. In recent projects, this analysis resulted in planned program expansion and maximum facility usage attained by locating related programs and services in close proximity.

After projects are identified and included in bond measures, the lengthy facilities planning process begins. As construction projects are prioritized, specific input is solicited from the proposed occupants of the building and the facilities staff responsible for maintaining the buildings when the buildings are completed and become operational. The Facilities Department has developed standardized lists of materials, fixtures, and finishes to aid project architects and facilitate maintenance. Any unique requirements are communicated to the architect such as customized spaces and specialized equipment needed to support instruction; for example, raised flooring, 24-hour air conditioning requirements, or unique laboratory space. Indeed, faculty actively participated in the planning of the Theatre Arts, Humanities and Social Sciences, and Student Services and Administration buildings, the Performing Arts Center, the Music relocation to the Performing Arts Center, and the Health Sciences and Early Childhood Education/Education relocation to the Bundy site. Furthermore, faculty and staff work with planning consultants in the design phase, and representatives are invited to attend project meetings during construction, thus helping to ensure that instructional needs are met.

Occasionally in the past, programs have requested and received funding for equipment or facilities improvement without having considered the infrastructure necessary to support the acquired equipment or other improvements, which created new problems. To prevent this from occurring, the update process for the *Master Plan for Technology* requires that requests for improvements and/or new technology include an assessment of facilities and infrastructure needed to support the request. Requests for modifications to existing structures, change of use, or specific equipment are reviewed at several levels to ensure that matters of feasibility, health and safety, cost and appropriateness are adequately addressed.

Besides the *Comprehensive Facility Master Plan* and the bond process, programs and departments may make requests for smaller facilities improvements. These requests are submitted to the area vice presidents for approval and then discussed by senior staff, prioritized, and implemented as funding allows.

The program review process also provides information that is used in planning. All college programs and services are reviewed at least once every six years, and career technical education programs are reviewed every two years. Although the Academic Senate Joint Program Review Committee does not make specific facilities recommendations, year-end reports document concerns noted by each department under review and highlight overarching trends observed by the committee. These reports are forwarded to DPAC and other planning bodies to help inform the planning process.

Most funding available for facilities maintenance and improvement, including funding allocated to support the *Five Year Construction Plan* and hazard mitigation, entails specific guidelines and/or restrictions.ⁱⁱ The College regularly applies for scheduled maintenance funds from the state, earmarked for repairs to existing structures. The availability of these funds varies from year to year, and they carry guidelines for the types of projects that qualify. Moreover, awards of these funds require matching district funds. Each project submitted is rated against a state formula with available funding determining the number of projects funded. The College updates the list of projects to be submitted every year based on critical needs that arise, periodic facilities assessments and the ability of the District to meet the match requirements.

The California Community Colleges Chancellor's Office requires the College to update the space inventory each year. This document details the type of usage for every space in each building and becomes part of the justification for the *Five Year Construction Plan*. The state relies on these figures, along with projected enrollment growth, to develop capacity/load ratios that are considered in the prioritization of the projects selected by the state for funding.

Remarkably, through careful planning, flexibility, creativity, and a healthy symbiotic relationship with the community, the College has been able to maintain the principles and bring to fruition the goals outlined in the 1998 *Comprehensive Facility Master Plan*, in spite of what initially appeared to be insurmountable obstacles resulting from limited availability of college-owned or leased land. By working closely with the community and communicating instructional needs, the District has secured private funding and passed bond measures, making it possible to purchase nearby property, thus allowing for expansion. As a result, some programs and services

have moved off the main campus, lessening congestion on the main campus while continuing to fulfill the College's Mission, Vision, Values and Goals.

Since the last accreditation report, the following major construction projects and/or land acquisitions have been completed:

- ***Relocation Project*** – Since March 2004, with funds from Measure U, two facility relocation projects have been completed. The new Kinesiology, Dance, and Athletics faculty offices opened in July 2004, and a large temporary Mathematics Complex of faculty offices, classrooms, and laboratories opened in August 2004.
- ***Bundy Site West Building*** – With funds from Measure U, the 10.4-acre Bundy site was purchased and site improvements made, including a complete renovation to an existing four-story building. The site opened in Summer 2005, providing specialized classrooms and offices for the Education/Early Childhood Education, Health Sciences, and Continuing and Community Education departments.
- ***Main Campus Theatre Arts Building*** – In Fall 2006, a replacement Theatre Arts building, funded through Measure U, opened on the main campus.
- ***New Performing Arts Center and the Eli and Edythe Broad Stage*** – Using funds from Measures U and S, federal capital grants, and private sources, the renovation of the former Madison site building to house the Music Department was completed in Fall 2007, and the addition of a professional quality 541-seat theater was completed in Fall 2008.
- ***New Humanities and Social Sciences Building*** – With funds from the City of Santa Monica's Earthquake Recovery Redevelopment Project Area agency, state capital grants, Federal Emergency Management Agency, and Measure U, a 65,000-square-foot, Leadership in Energy and Environmental Design (LEED)-certified replacement for the Liberal Arts building opened in two phases, the first in Fall 2006 and the second in Fall 2007.
- ***New Olympic Shuttle Lot*** – When a leased, 400-space satellite parking lot at the Santa Monica Airport, in use since 1994, became unavailable, a replacement satellite shuttle lot was purchased and opened in Fall 2007 with funds from Measure S.
- ***New Main Campus Quad*** – With funds from Measure U, a new 3.5-acre open space opened in Fall 2008 on the main campus. The area features tree-lined walkways, areas for students to congregate, open space and two water features that use reclaimed water.
- ***All Weather Upgrades to Santa Monica College's Corsair Field and to the John Adams Middle School Joint Use Fields*** – Using funding from Measure S, artificial turf and new lighting were installed for two athletic fields, both of which opened in Fall 2008.
- ***New Lot 6 Parking*** – With funding from Measure U, in Winter 2009, a surface parking lot at 14th Street and Pico Boulevard opened to provide interim parking for

the main campus during the construction of the Student Services and Administration building and underground parking structure.

The following projects, all of which resulted from the master planning process, are currently in planning or under construction and have been submitted to the state in the *Five Year Construction Plan* and included in the College's bond programⁱⁱⁱ:

- ***College Infrastructure/Safety*** – Portions of the inadequate and obsolete infrastructure from 1952 still remain in use as the College moves forward with a host of construction projects. The project proposes to update the College's infrastructure for water, gas, sewer, electrical, fire, and security. The changes will be coordinated with construction activity in each area of the College and are supported through Bond Measures U, S and AA.
- ***Student Services and Administration Building*** – The Student Services portion of the building will centralize all student services operations, presently dispersed throughout the College and housed in temporary buildings, and will provide office and service space for more than 20 student services functions, thus providing a one-stop service delivery location. The new building will be located near the Pico Boulevard entrance to the main campus thereby providing immediate access for students and members of the college community. This proposed project also includes accommodation for underground parking for approximately 500 vehicles. Site preparation began in Winter 2009 and construction began in Fall 2009, made possible by the passage of Bond Measures U, S, and AA and state capital outlay.
- ***Pico Entrance*** – Supported by Bond Measures U and AA, planning began in Fall 2007 for a new entrance to the main campus intended to create a spectacular and identifiable face to the College. The entrance will consist of a pedestrian entry to the new quad, vehicle entry to underground parking in the new Student Services and Administration Building, and a transportation plaza for buses, taxis, and student drop-off.
- ***Letters and Science Demolition*** – Originally opened in 1952 as the college library, the Letters and Science building was remodeled in 1980 to house classrooms. The cost of bringing the structure up to current structural, safety, and technological requirements are too high to be feasible, thus leaving demolition, supported by Bond Measures U and AA, as the only viable option. Journalism, Media, and other technology-driven communication programs will be relocated to a planned building addition at the Academy of Entertainment and Technology site. A portion of the planned replacement Mathematics and Science Extension buildings will occupy the site.
- ***Replacement Mathematics and Science Extension Buildings*** – The Mathematics Department operates out of a temporary facility nearing the end of its lifecycle. The current facility also lacks adequate infrastructure to support modern classroom technology. Similarly, Earth Science Department disciplines currently operate in cramped spaces scattered about the College, and Life and Physical Sciences have already outgrown their relatively new building. For example, there are insufficient

- science laboratory classrooms to support students preparing to enter Allied Health programs. The new building will restore an instructional observatory and will provide a replacement planetarium to meet the increasing demands for course offerings and community educational programs. Program planning began in 2005 and the project is supported by Bond Measures U and AA and state capital outlay funds.
- ***New Media and Technology-Driven Programs Complex on the Academy of Entertainment and Technology Site*** – To improve training for new media and technology-driven career fields, Communication, Broadcasting, Journalism and other media-driven programs as well as radio station KCRW will be relocated to the Academy of Entertainment and Technology site. The programs are currently housed in 1950s-era buildings that cannot support the modern infrastructure necessary for digital and online programs. The new location is a site in the heart of Santa Monica’s media and entertainment district, where some of the College’s existing digital arts programs are already housed. The architectural design phase is underway, supported by Bond Measure AA and private sources.
 - ***Career Opportunity and Career Advancement Building*** – A new facility, supported by Bond Measures S and AA, is needed to support the College’s successful career technical education programs by providing modern classrooms adaptable to meet ongoing need.
 - ***Replacement Health, Fitness, Dance and Physical Education Building*** – Many of the components of the existing 1958 building, including the roof, concrete floors, restrooms, showers, and exhaust and electrical systems, are in poor condition. A replacement building, supported by Bond Measures S and AA, will provide additional indoor fitness training, equal support facilities for men and women, and needed facilities for the Dance Department. Architectural design for this project is underway.
 - ***Malibu Instructional Facility*** – In the 1970s and 1980s, Santa Monica College offered about 70 general education classes and several noncredit classes in Malibu, but today, the program is limited to a few classes offered as part of the Emeritus College, a noncredit program for older adults. Following the passage of Proposition 13 (1978) and the resultant loss of state funding, the Malibu program was reduced and availability of classroom sites severely impaired. The recommended site acquisition and facility in the Malibu Civic Center, supported by Bond Measure S, will provide a classroom facility for general education classes, Emeritus College classes and special interest classes.
 - ***Performing Arts Center East Wing Upgrade*** – The College proposes to repair the seismic deficiencies in the one-story east wing of the former Madison site building and add a second story to the wing. The project, supported by Bond Measure AA, will include renovation of an existing multipurpose room.
 - ***Bookstore Replacement*** – The existing bookstore, built in 1952, can no longer accommodate the requirements of the present student body. Therefore, the new main

campus gateway on Pico Boulevard, supported by Bond Measure AA, will include an enhanced bookstore and retail areas.

- ***Early Childhood Education Laboratory and Childcare Center*** – The College lacks a teaching laboratory facility in Early Childhood Education like those available at many other community colleges. This project provides for a combined childcare center to serve students who are parents of young children as well as community parents and an Early Childhood Development Laboratory where Early Childhood Education students can gain the workplace experience they need in a modern facility. The facility is being planned in a joint use partnership with the City of Santa Monica and the RAND Corporation and will be located within the City of Santa Monica’s Civic Center. Site and program planning began in 2005 and are ongoing, supported by Bond Measure S.
- ***ESL and Photography Academic Facilities Modernizations*** – Supported by Bond Measure AA, modernization of an existing building on the main campus, Drescher Hall, will enhance and update the building’s infrastructure, create a more accessible first floor and meet the educational needs of the English as a Second Language and Photography departments.
- ***Land Acquisition*** – Supported by Bond Measure AA, the College evaluates new property acquisitions on an ongoing basis.

While ongoing planning to meet instructional needs and reach stated goals necessitates the construction or renovation of brick and mortar buildings, the growth and development of distance learning must be factored in as well. Distance learning represents 12.5 percent of the College’s Full-Time Equivalent Students (FTES), providing an increasingly important tool for managing its physical resources.

The District continues to demonstrate its commitment to high-quality and accessible distance learning by providing the College with a course management system through its contract with eCollege, a third-party vendor responsible for providing comprehensive support to both students and faculty. The platform ensures that faculty-developed course content resides entirely on the eCollege servers, thus eliminating the need for on-site servers or support staff to manage this portion of the virtual college. Other responsibilities delegated to eCollege include providing 24/7 technical support to both students and faculty (averaging 250 contacts per month),^{iv} uploading and archiving course content, tracking and storing student work, maintaining records of activity, and maintaining system equipment and software and providing password protection for all online courses and materials.

Faculty who teach online have full access to eCollege’s iSupport team, which provides unlimited toll-free phone access and email support seven days a week for consultation on course development and assistance with instructional multimedia.^v Faculty teaching onground have access to learning features similar to those provided online in their course shells (provided via eCompanion) including email, a grade book, threaded discussions and document sharing to enhance instruction and more effectively communicate with their students.

Evaluation—IIIB.1, IIIB.1(a), IIIB.2 and IIIB.2(b)

The College's *Comprehensive Facility Master Plan* has been ambitious by any standards, especially given the limitations in staff size. Over the past ten years, the College has undergone a remarkable transformation. Despite the addition of satellite sites and facilities, the College remains integrated and cohesive, and students and staff are able to conveniently travel among sites. Since 1998, an impressive number of major facility projects have been completed, are underway or are being planned. That the projects meet community and local needs as well is evidenced by strong community support through the passage of Measure U in March 2002 (\$160 million approved by 70 percent of the voters), Measure S in November 2004 (\$135 million approved by 58 percent of the voters), and Measure AA in November 2008 (\$295 million approved by 62 percent of the voters). As a result of the scale of the projects incorporated into these bond measures, nearly every department and program will benefit, thus meeting the internal needs of the College.

Responding to recommendations made by its staff, the Facilities Department has extended the period of time that plans are available for review with architects. In addition, the various facilities area managers are required to review the plans with appropriate staff. The Facilities Department continues to expand its list of standardized materials, fixtures, and finishes to aid project architects and facilitate maintenance, a practice that reduces the cost of materials and the need for additional technician training.

Because the College is committed to maintaining its current level of services, buildings and facilities are not kept offline for an extended period of time. This, however, requires that planning and implementation be carefully orchestrated so as to cause minimal disruption. In this, the College has succeeded admirably, especially given the limited amount of land available. To facilitate movement of programs, departments and college services, loss and gain charts, developed since the last accreditation, are used to track the impact of construction. For example, the construction of the Student Services and Administration building dislocated several departments and offices: the Music Department was relocated to the Performing Arts Center, the Events Office was moved to a temporary facility, and International Education was provided with a temporary structure installed adjacent to the Counseling Complex.

In addition to relocating departments and services, constant construction and renovation on the main campus have increased noise levels and impeded pedestrian flow, sometimes causing areas of the College to resemble a demilitarized zone. However, given the vast number of major projects that have been undertaken and the existing building density, the Facilities Department, through its careful scheduling, timely announcements, and temporary signage, has succeeded in minimizing disruption and confusion and maintaining circulation. As a result, no services or programs have been interrupted, and the college community overall has viewed the inconveniences as transitory and thus has remained in good spirits throughout, further evidence of its support and commitment to completion of these projects.

Plan—IIIB.1, IIIB.1(a), IIIB.2 and IIIB.2(b)

None

IIIB.1(b) The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Description—IIIB.1(b)

In recent years, the College has placed high priority on the incorporation of sustainable, environmentally responsible building concepts in new construction projects and on developing and maintaining a successful recycling program. The College has hired a Project Manager, Sustainability Coordination. In partnership with the City of Santa Monica, the College maintains the Center for Environmental and Urban Studies, where students and community members learn about conservation, drought-tolerant gardening and other sustainable practices. Solar panels and more energy-efficient lighting fixtures and controls are being installed throughout the College, efforts that have received strong support from the community, students, and faculty. In 2008, the Superintendent/President signed the American College and University Presidents' Climate Commitment. Indeed, the College's commitment to environmentally sound principles is built into its Institutional Learning Outcomes, which state that students will learn to "take responsibility for their own impact on the earth by living a sustainable and ethical life style."

The College is at the forefront of the movement towards sustainability, with the Facilities Management and Facilities Planning departments lending strong leadership to this effort. The Facilities Management Department is responsible for renovating and maintaining the physical resources of the College and for supervising all of the College's recycling programs. Divided into four service areas—Construction, Maintenance, Custodial, Grounds and Recycling—the primary goal of the Facilities Management Department is to provide a safe, healthy, accessible, and aesthetically pleasing learning and working environment while meeting instructional and institutional goals. A separate department, Facilities Planning, collaborates closely with the Facilities Management Department.

Budget cuts in 2003-2004 and the subsequent reduction in staff required the Facilities Management Department to streamline its efforts to ensure that all facilities and grounds were adequately maintained and continued to maintain the College's standards for ensuring a safe, accessible learning and working environment. For example, custodial operations implemented a change from individual cleaning assignments to team cleaning of all college facilities, which allowed for adequate cleaning coverage by fewer staff. To focus on daily restroom servicing at all sites, the day and swing shifts rescheduled furniture and equipment moves and event set-ups to one day per week, Friday, when student traffic on the main campus and at satellite sites is at its lowest level.

Similarly, Grounds Landscape Maintenance was restructured to focus more on maintenance and cleanup of college grounds and less on new planting and aesthetics of green landscapes. The Grounds staff is responsible for maintaining the landscape, parking lots and athletic fields on the main campus and the satellite sites. Over time, the growing student population on the main campus has impacted Grounds services. Due to the lack of open space on the main campus,

students tend to congregate in specific areas, making it difficult to keep these areas free of litter and preventing the growth of grass. Even with the addition of the new quad, the sheer number of students congregating on a relatively confined area results in landscaping and grounds maintenance challenges. In addition, the Grounds staff has had to respond and adapt to the continual construction, which often causes damage to landscaping and irrigation pipes.

The College has also taken the lead in developing a healthier campus. In 2007, after a majority vote by students demanding a smoke-free campus, the Board of Trustees, with the support of faculty and staff, passed a smoke-free campus policy. Compliance with and enforcement of the policy, however, have proven more controversial. While smoking is no longer permitted on college sites, specific areas have been designated for smokers, who also gather along the periphery of the college sites. Consequently, buildings adjacent to the designated smoking areas and near campus perimeters continue to experience the effects of secondhand smoke. In lieu of fining smokers, an educational approach has been adopted, and banners have been prominently posted and flyers distributed advertising the dangers of smoking. Nevertheless, the College continues to grapple with how best to enforce the non-smoking policy.

The Grounds staff oversees a popular and highly successful recycling program. In 2009, the College was recognized by the City of Santa Monica with an award for Excellence in Stewardship of the Environment for recycling, vermiculture (i.e., worm composting) and the Big Blue Bus “Any Line, Any Time” program. The College now exceeds all state standards and is a leader in the recycling of solid waste. In addition to purchasing recycled paper and paper products when possible, the College was one of the first to install a Vermitech machine, which uses worms to naturally recycle food waste, cardboard and brown paper towels, transforming the waste into high-nutrient fertilizer.

In addition, the College is incorporating sustainable, environmentally responsible building concepts in new construction projects. Beginning with Humanities and Social Sciences, all of the College’s new building projects are or will be LEED-certified. LEED is an independently monitored nationwide certification process that provides a complete framework for assessing building performance and meeting sustainability goals. Based on well-founded scientific standards, LEED emphasizes state-of-the-art strategies for sustainable site development, water savings, energy efficiency, materials selection, and indoor environmental quality.

The College is committed to finding cost-effective, environmentally responsible options whenever possible and, to this end, works closely with contractors and vendors to support its fourth Institutional Learning Outcome which states that “Santa Monica College students will assume responsibility for their own impact on the earth by living a sustainable and ethical life style.” Contractors recycle up to 90 percent of construction waste, and vendors employ more environmentally-friendly packaging and containers in the products that they sell. The College recycles printer toner and ink cartridges and uses environmentally safe products in cleaning and maintaining its buildings.

Access is ensured through compliance with the requirements of the Americans with Disabilities Act. All new and remodeled college facilities meet or exceed Americans with Disability Act standards and building codes. Under federal law, the College is required to maintain a transition

plan of its physical access and self-evaluation of its program access. Two older buildings with limited accessibility, Liberal Arts and Letters and Science, are scheduled for demolition to make way for the construction of the new Mathematics and Science Extension buildings. In the interim, classes in which students with disabilities are enrolled are reassigned to accessible facilities.

The College's ongoing maintenance program ensures the safety and security of all college facilities and a healthful working environment. While the College recognizes that older facilities may not meet the most current construction standards and code requirements, safety remains a priority and safety-related issues are dealt with immediately by the maintenance staff. Upgrades are implemented as funds, provided for through the state scheduled maintenance program, become available. Completed projects include re-roofing and replacement of heating and air conditioning units and water and sewer lines.

In addition to the scheduled maintenance program, the College has participated in state programs to remove hazardous substances, such as asbestos, from buildings. The larger items that the College cannot fund with its maintenance budget are placed on the *Five-Year Plan for Scheduled Maintenance*, which is filed every year with the state. Funds are allocated year-to-year based upon the state budget and thus may vary significantly. Unfortunately, in recent years, funding for scheduled maintenance has been reduced, and the impact of personnel cuts has stretched the limits of the maintenance staff, sometimes allowing only for emergency repairs. Despite these limitations, the College has optimized its level of scheduled maintenance.

The College also provides and maintains a safe learning and working environment for its students and employees through its own dedicated police department of trained professionals. The mission of the Santa Monica College Police Department is to enforce applicable federal, state, county, municipal and district rules and regulations governing the use of all college buildings and grounds to protect life and property while delivering the highest quality of service to the college community. By operating and maintaining community-oriented procedures, the College Police Department provides law enforcement, crime prevention, investigations, security, and parking and traffic enforcement to the College and to the adjacent community when needed.

The College Police Department is a California Police Officer Standards and Training certified agency and adheres to regulations and training requirements set forth by the state. Pursuant to California Penal Code 830.32a and California *Education Code* 72330, college police officers have peace officer authority, and they receive the same training as municipal police officers and deputy sheriffs. College police officers are responsible for investigating and deterring crimes on and around district properties, and they work closely with local law enforcement agencies with dual jurisdiction and authority for criminal matters and emergency response situations that require additional resources such as the City of Santa Monica Police and Fire and Los Angeles City Police and Fire services.

The College's sites are protected 24/7 by police patrol units in police automobiles, in electric carts, on motorcycles, on bicycles, and on foot. In addition, the dispatch center visually monitors and reports any activated fire and intrusion alarms to the proper responders such as local police and fire departments.

Parking enforcement officers augment the sworn police officers, records clerks and police dispatchers employed by the College. The parking enforcement officers are stationed at or periodically visit all college sites during operational hours. The parking enforcement officers assist students, staff, faculty and visitors; issue parking citations; report hazardous conditions and safety concerns; escort students to their vehicles; assist in locating lost vehicles; direct traffic; perform traffic control at campus events or during emergencies; and collect parking fees in visitor parking lots. These officers are now more easily identified as security personnel by their new professional uniforms. The College Police Department also employs several part-time student workers, who function as police aides and student escorts, accompanying students and staff to their cars during later evening hours. With the exception of records personnel, all College Police Department employees are provided police radios for direct contact with the dispatch center.

Satellite sites receive the same level of police services, and all college employees are encouraged to report safety-related problems. Police and parking enforcement officers report any unusual or safety-related concerns directly to the dispatch center or to a supervisor. In addition, the College Police Department and the Risk Manager conduct random emergency and evacuation drills of all college buildings to ensure that the college community is cognizant of emergency-response procedures.

The College continually upgrades technology hardware, policies, and practices to enhance security. The Records Information Management System, a computer-aided dispatch operating system, and record-keeping have been upgraded and converted to a paperless filing system, and five marked police units have been upgraded with mobile digital computers. In addition, the College Police Department maintains a website that provides students and staff with information such as crime trends and awareness bulletins.^{vi} A Closed Circuit Television system, equipped with over 200 cameras, is currently being upgraded to allow dispatchers to monitor various areas of the College's sites and provide information to first-responders. Because all college employees are required to be fingerprinted prior to employment, the College Police Department purchased a live scan fingerprinting system to facilitate the process.

Newer buildings have been designed to include emergency phones in all classrooms, integrated keyless entry systems, and security cameras. The College issues keys to staff on a need-only basis, and all college-issued keys and electronic access cards are first approved by the appropriate department chair or manager, the college Chief of Police and the college locksmith, who maintains the key records and management system. When employees separate from the District, they are required to return their keys to the College Police Department.

Along with the College Police Department's focus on crime prevention, the College has taken a proactive stance towards maximizing public safety in other ways. The Safety Committee, a collaborative standing committee consisting of two faculty members, two classified employees, two managers, a representative from the College Police Department, and the College's Risk Manager, meets monthly to discuss safety concerns. One result of the work of this committee has been the development of a safety training program for classified employees within the Operations Department. Another example of this committee's work is the response to the tragic events of 2003 at the Santa Monica Farmer's Market, when a motorist unintentionally plowed

into a crowd of pedestrians. Immediately following this incident, bollards were installed to protect entry points around the perimeter of the main campus and at strategic points on satellite sites to help prevent a similar disaster from occurring at the College.

In 2008, partly in response to concerns raised over the College's possible response to an incident similar to that which occurred at Virginia Tech, a mass notification system—an upgrade of ConnectEd, the communication system already in place—was implemented to advise students and staff of current or pending emergency situations. Additional emergency telephones with direct access to the dispatch center have been installed in the new quad area. Further, the College recently hardwired an emergency generator and is in the process of training personnel to activate and direct operations from the Emergency Operations Center located in the staff computer laboratory, and a backup Emergency Operations Center was hardwired for the College Police Department headquarters. The College is currently in the process of meeting state-mandated emergency operations procedures and training all its employees as emergency responders.

In 2008, the Crisis Prevention Team, whose members include experts from the Counseling Department, the Health Services Center, the Office of Human Resources, Psychological Services, Student Services, and Student Life as well as the Ombudsperson and the Chief of Police, was formed to prevent crisis situations from developing and to ensure a safe and healthy environment. The team's advice is sought on matters such as threats, assaults and other violence, uncivil classroom behavior and discipline problems, weapons possession, family and domestic difficulties, alcohol and drug abuse, and psychological disorders. In addition to providing consultation to the college community on matters related to individual students or specific incidents, the team conducts educational workshops for faculty and staff on crisis prevention and effective intervention strategies.

Evaluation—IIIB.1(b)

Despite recent staffing and budget cuts that have impacted the Facilities Department, the College remains firmly committed to providing and maintaining access to safe and clean facilities through its master planning process, the facilities planning process, and its day-to-day response to problems that occur. Although some regular maintenance has had to be postponed, repairs or replacements are scheduled based on priority, available staff, and funding. Prolonged vacancy of key positions has delayed the normal, regularly scheduled inspection and repair process, but the College is currently recruiting and filling several of these positions, and custodial and maintenance staffing levels are increasing.

The College's custodial services have noticeably improved since the last accreditation self-study, partially in response to feedback gathered at an institutional flex day activity during which college cleanliness was identified by the college community as a major concern and one that could and should be immediately addressed. Additional staff has been hired, and developing a team cleaning approach has resulted in improved restroom cleanliness. On average, each night shift custodian is responsible for cleaning 18,000 to 25,000 square feet, which includes stairwells, hallways and outside covered areas, and each day shift and swing shift custodian is responsible for 5,000 to 7,000 square feet.

While all renovated and new buildings comply with accessibility standards set forth in the Americans with Disabilities Act, a few older buildings such as Liberal Arts and Letters and Science house some classrooms that are inaccessible to individuals with disabilities, and adjustments are made accordingly (including relocating the entire class to an accessible room or building). Other older buildings such as Drescher Hall suffer from acoustical problems that compromise the quality of the learning environment. Under the *Master Plan for Education*, the Liberal Arts and Letters and Science buildings will be demolished, and Drescher Hall and the multipurpose room at the Performing Arts Center will be renovated, all part of the Measure AA Bond program.

The College has maintained a safe learning environment through its preventative, proactive, and educational approach to safety and through the outstanding efforts of the College Police Department, the addition of updated security technology, the work of the Safety Committee and the dedication of the Crisis Prevention Team. However, one ongoing concern persists regarding the lack of continuity in ensuring that employees who separate from the District return their keys, a problem exacerbated by the large numbers and turnover of part-time and temporary faculty and staff.

Plan—IIIB.1(b)

- The College will develop ongoing evaluation plans to assess the safety of the learning environment.
- The College will develop and implement new follow-up measures to ensure that keys are returned by all employees separating from the District.

IIIB.2(a) Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Description—IIIB.2(a)

The College's long-range capital planning program consists of: the *Comprehensive Facility Master Plan*, facilities condition assessment, and the *Five Year Construction Plan*. In addition, the *Master Plan for Technology* evaluates the condition of technology equipment and infrastructure.

The *Five Year Construction Plan*, a report filed annually with the state, helps determine the level of state funding received for capital projects. The plan lists construction projects planned for the future and fully describes how existing and projected facilities will be used. The report relies on current and projected enrollment data as well as the College's current facility space inventory to plan facilities to accommodate future enrollment growth. Part of the plan, the facility condition assessment, provides a survey of major maintenance and facility replacement needs, and compares the cost of repairing and maintaining an existing facility to the cost of new construction.

The College has been successful in developing a variety of funding sources for facilities improvements including federal grants, federal disaster relief funds, state capital outlay funds, local earthquake relief funds, local bonds, and local fundraising. From 1992 through 2002, the College expended over \$75 million on construction projects, and from 2003 through 2008, the College expended about \$230 million on construction projects and land acquisition. Continuing to move forward, the College has secured and is planning about \$480 million in additional improvements.

All bonds-related activity is monitored by a Citizens' Bond Oversight Committee, comprising members of the College and the community, appointed by the Board of Trustees. Membership includes:

- one representative of the local business community,
- one person active in a senior citizens' organization,
- one person active in a *bona fide* taxpayers' organization,
- one student who is both currently enrolled in the District and active in an organization, such as student government, who may, at the discretion of the Board, serve for up to six months following graduation,
- one person active in the support and organization of the District, such as a member of one of its advisory councils or the District Foundation, and
- additional appointees as selected by the Board of Trustees to represent the communities of Santa Monica and Malibu.

According to its bylaws, the Citizens' Bond Oversight Committee meets four times per year and is responsible for reviewing quarterly expenditure reports produced by the District to ensure that bond proceeds are expended only for the purposes set forth in the ballot measure; that no bond proceeds are used for any teacher or administrative salaries or other operating expenses; and that bond proceeds are maximized.^{vii} The Committee summarizes its activity in an annual report.^{viii}

Evaluation—IIIB.2(a)

The College makes long-range capital improvement plans through its master planning processes. These processes include not only soliciting input from the internal Santa Monica College community detailed previously, but also conducting extensive outreach and engagement with the greater District community. For example, after the acquisition of what is now known as the Bundy site, the College held numerous outreach meetings with the local community. These meetings attracted large attendance and influenced many of the parking and access decisions for the site. These were followed by Environmental Impact Review community meetings regarding future plans for the site. Community outreach and environmental impact meetings were similarly held during planning for the new Student Services and Administration building.

The College's serious and in-depth engagement with the community in facilities planning has had a significant and positive effect on relations with the surrounding communities for all the sites and in generating support for three bond measures in recent years. At one point the College

surveyed over 5,000 residents to determine their priorities regarding traffic and circulation issues. The results of these surveys served as a catalyst for the “Any Line, Any Time” agreement with the Big Blue Bus and the continued strategy of employing shuttle buses connecting the satellite sites to the main campus.

Focus groups, used to engage the community, have aided the planning for several bond measures and have provided important feedback on the public’s opinion of the College and the financing of major construction projects needed for the College.

Funding sources from all levels of government, local to federal, have enabled the College to support ambitious construction plans that require the coordination of multiple revenue streams in single projects. While this makes ambitious projects possible, it also causes delays and complicates project scheduling, which, in the short term, have caused frustration and misunderstandings within the college community; however, in the long term, the resulting projects have proven enormously beneficial to the College. For example, expansion of the Library, originally planned on a smaller scale and funded by Proposition T, was postponed due to the Northridge earthquake and other circumstances and was re-planned once additional Federal Emergency Management Agency funds became available. Completed ten years after the initial planning, the resulting facility is far superior to that of the original design, but the prolonged period between planning and completion created legitimate frustration and uncertainty over whether or not it would ever be finished.

Despite a grim state budget, most of its current proposed construction projects can proceed through bond funding.

As effective as the planning and securing of funding for new construction have been, staffing and maintenance of the new structures must be supported out of current district revenues. Although the College is supposed to receive additional state growth funds to support new construction after completion, such funding is often cut or reduced from the state budget. Budgetary uncertainty necessitates that the College perform a delicate balancing act. While the College is in need of new and increased facilities, the College must also determine how best to maintain new and expanded facilities within existing budgets. In a period of retrenchment, funding uncertainty makes planning a formidable task. Moreover, when the budget improves, there will be increased pressure to replace recently lost staff positions.

Plan—IIIB.2(a)

- 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.

Selected Standard IIIB References

- ⁱ Santa Monica College District Map: <http://www.smc.edu/apps/comm.asp?Q=195>
- ⁱⁱ Five Year Construction Plan: http://www.smc.edu/Projects/253/Five_Year_Construction_Plan_2009.pdf
- ⁱⁱⁱ Bond-funded Project Status: <http://smcbondprogram.com/>
- ^{iv} 24/7/365 help desk for distance education students, faculty and support staff: helpdesk@smconline.org
- ^v eCollege's iSupport team: isupport@smconline.org
- ^{vi} Santa Monica College Police Department website: <http://www.smc.edu/apps/Comm.asp?Q=173>
- ^{vii} Citizens' Bond Oversight Committee Bylaws:
http://www.smc.edu/measure_u/oversight/bylawsdoc.html
- ^{viii} Citizens' Bond Oversight Committee Annual Reports: <http://smcbondprogram.com/category/oversight-committee-details/committee-reports>

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Standard IIIC: Technology Resources

Introduction

As mentioned in Standard IIIA, Santa Monica College's human resources are its greatest asset in every area of the College including technology. The College's technology support personnel are integral to providing and maintaining the technological resources critical to student success and necessary for the daily operation of the College. They represent a dynamic team of specialists who rapidly respond to the ever-changing technological needs of the students, faculty and staff. Despite limited human and financial resources, they are able to consistently provide support for the College's technological needs, central to nearly all mission-critical operations of the College. The College is fortunate to have a staff of technology experts whose personal mission is to ensure that the College's instructional programs, student services and the day-to-day operations run smoothly and efficiently.

The College has implemented a variety of planning and evaluation processes to ensure that institutional, instructional, and support needs are addressed efficiently and effectively. Collegial interaction among the College's many organizations ensures that resources are allocated to meet both short- and long-term needs and help the College respond nimbly to changing conditions and emergencies.

For example, in the current climate of instructional offering reductions made in response to the worsening budget crisis, regular discussions among Admissions and Records, Academic Affairs, Distance Education, Counseling, Matriculation and Information Technology have enabled the College to effectively communicate with students to ensure they are kept up-to-date on changing enrollment conditions and processes. Similarly, monthly meetings between Academic Affairs and the instructional department chairs provide an effective vehicle for communicating technology improvement requests from the faculty and staff users to the Information Technology Department.

Long-term technology planning is realized through a process of cooperative, participatory governance that includes the input and cooperation of various committees, departments, and processes (e.g., the Academic Senate Joint Information Services and Distance Education committees, the Information Technology Department, the District Planning and Advisory Council and its Budget and Technology Planning subcommittees). Through these planning processes, the College has established long-term technology goals designed to:

- facilitate student learning and college operations through the effective use of technology;
- create universal access for users through a single interface and single sign-on to workstations;
- manage the complexity of new technology by utilizing an open architecture and adhering to current technology industry standards;

- optimize the availability, accessibility, and performance of the College’s technology resources;
- promote the effective use of technology through a variety of integrated systems, applications, and processes that enhance business automation, electronic communication, and collaboration;
- promote the effective use of technology by providing thorough, relevant training and other user support resources designed to help users skillfully and appropriately apply technology;
- integrate information technology asset management, project tracking, and support tracking to enhance equipment lifecycle planning;
- formalize technology use policies, regulations, and standards to protect the College’s technology resources and user-privacy; and
- implement cost-effective solutions to support the College’s current and future needs for telecommunications, networking, instructional, and administrative technologies.

Collectively, these technology-specific goals support the College’s Mission, Vision, Values and Goals, Strategic Initiatives and Institutional Learning Outcomes at the institution level and facilitate student learning and achievement of outcomes at the program level. This is a formidable endeavor requiring not only the cooperation of the organizational structures designed to plan and implement technological operations but also the recipients of those technological resources, which essentially include every organizational department of the College.

Integrated School Information System (ISIS)

An integrated enterprise system is a critical technology element in ensuring the College meets its varied and often complex information needs including those of its instructional and service programs, the California Community Colleges Chancellor’s Office, and Board of Governors, the federal government, and the needs of the individual students and staff members.

The Integrated School Information System (ISIS) is the heartbeat of the College’s information technology infrastructure. Developed internally by Santa Monica College Information Technology Department staff, utilizing an Oracle core technology infrastructure, ISIS is the equivalent of proprietary database systems such as *Banner* and *Datatel*, but unlike proprietary systems, ISIS is customizable to the College’s unique specifications by the College’s own staff. As a result, system modifications, while complex, time-consuming and often difficult to implement, are designed with the specific needs of the College in mind.

The system now employs a web-based portal design which pushes information out to the administrators, faculty and staff users of the system. As shown in Figure IIC-1, the administrative and staff portal enables users, depending on the system permissions granted to them, to access a variety of reports, class rosters, administrative functions, and information as

well as customize the portal to their own unique specifications. Several modules are included in this portal:

- The **Instruction Module** is where the classroom facilities, course catalog, schedule of classes and faculty work load are developed and maintained. The information contained in this module drives the printed and online class schedule and catalog and is integrated with other ISIS modules.
- The **Student Admissions/Records** is used to manage all of the records associated with a student upon admission to the College.
- The **Student Services Module** provides administrative staff access to tools for helping students meet their educational goals and tracks data related to those services (e.g., counseling, orientation, matriculation, and financial aid).
- The **Personnel Module** has two main functions: Employment Applicant Tracking and Campus Human Resources. Applicant Tracking is used to support classified position recruiting and hiring. The Campus Human Resources function provides system information about all college employees.
- **Miscellaneous Support** includes data relevant to the Purchasing Department and is interrelated with the Warehouse where received items are inventoried prior to deployment. This module is used to maintain information for other campus support areas including the Bookstore, Health Services, Campus Events, and computer labs.

Two other portals provide services specific to faculty and student users. The Faculty portal provides faculty members with interactive capability to manage their classes and to collaborate with counselors and other student services. Faculty can access relevant reports designed to facilitate class management and issue early alert referrals to students experiencing academic or other difficulties.

The Student Self-Service portal provides students with multiple interactive functions to update personal information, perform class searches and enroll in classes, pay fees, sign up for counseling workshops, view final grades and transcripts, and view other relevant information.

The enterprise system also provides information to or integrates with database and online systems used by various departments and programs including the document imaging system which links the fleet of multifunction reprographic devices deployed throughout the College, the online print job submission system (Digital StoreFront), the Bookstore's online textbook ordering system, and eCollege, the distance education course management system.

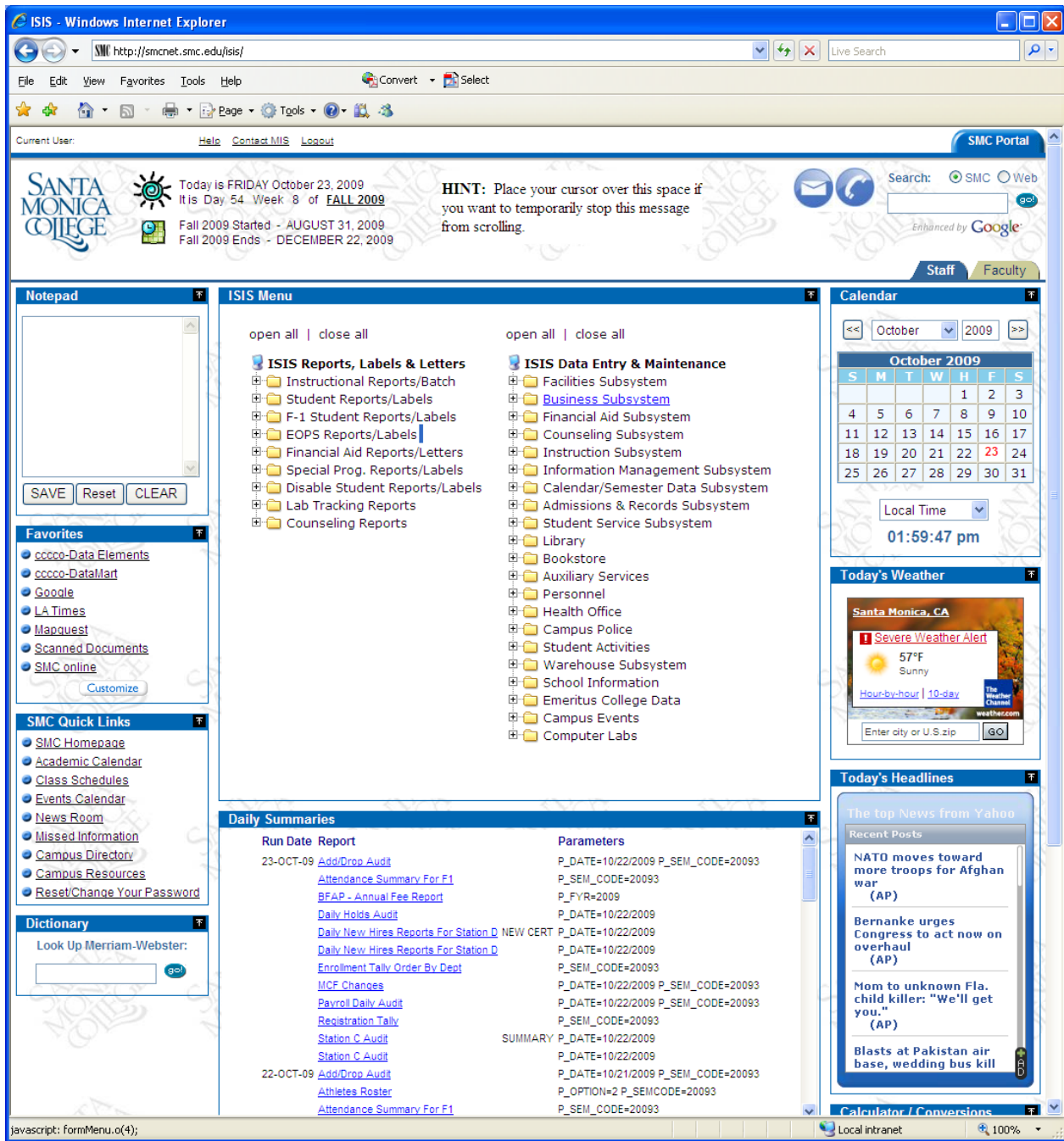


Figure IIIC-1: Web-Based Portal to the Integrated Student Information System (ISIS)

IIIC.1 *The institution ensures that any technology support it provides is designed to meet the needs of learning, teaching, college wide communications, research and operational systems.*

IIIC.1(a) *Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

Description—IIIC.1(a)

To maximize effectiveness, the college community coordinates technology planning efforts through an organized structure of committees.

- The **Academic Senate Joint Information Services Committee** serves as an advisory board to all instructional services programs regarding telecommunications and academic computing and makes recommendations for the development of instructional computing resources and funding allocation for technology projects based on set criteria.ⁱ
- The **Academic Senate Joint Distance Education Committee** is responsible for the distance learning environment at the College. The committee discusses platform requirements, improvements and potential alternatives; formulates requests for and reports on the needs of the Distance Education program; documents effective instructional and support practices and protocols; implements policies and procedures that relate to the online environment; and makes recommendations regarding the Distance Education program as it relates to and interfaces with the college community.
- The **Academic Senate Joint Career Technical Education Committee** is responsible for ensuring the continued enhancement and development of new career technical education programs. This committee researches industry trends; gathers and analyzes labor market information; leverages resources whenever possible; determines the student recruitment needs and overall costs associated with new career technical education programs; and recommends Vocational and Technical Education Act (Perkins) funding allocations among the College's career technical education programs through an internal competitive proposal process.
- The **District Planning and Advisory Council (DPAC) Technology Planning Subcommittee** is responsible for developing and updating the *Master Plan for Technology* and for merging the instructional technology recommendations of the Academic Senate Joint Information Services Committee with student services, administrative, and infrastructure technology needs. The group establishes priorities according to the objectives of the *Master Plan for Technology* and makes recommendations within available funding sources. The Technology Planning Subcommittee makes recommendations to DPAC, which, in turn, makes recommendations to the Superintendent/President.

These committees, guided by principles of participatory governance, are integrated organizationally with other central planning groups, all of which collectively provide a mechanism for soliciting input and feedback from the college community. These processes generate the College's overall technology objectives.

Technology has become a ubiquitous element of the College, touching every facet of college operations and programming. Among them, several functional areas serve as key support and/or distribution points for major elements of the College's overall technology infrastructure:

- Information Technology Department
- Office of Institutional Research
- Distance Education Program
- Reprographics
- Media Services
- Library
- Website Management
- Academic Computing Laboratories
- Career Technical Education Programs
- Student Support Services

Information Technology Department Organization

The College is committed to providing technology services that meet both administrative and instructional needs and recognizes the importance of the underlying network infrastructure that supports these mission-critical technology services. This centralized structure enables coordination among technology service areas, integration of technology services and standardization of technology solutions. The structure also guides the overall direction of the College's technology direction and planning. This integrated approach provides all users with reliable access to the technology vital to the College's achievement of its Mission and Institutional Learning Outcomes.

To effectively deliver services, the College has identified four functional areas within the Information Technology Department; although each has its own primary mission, these areas work collaboratively to provide all college technology consumers with universal, secure access to the College's communications and information technology resources.

- **Network Services** implements and manages the College's network infrastructure including system design, departmental server-based application maintenance, network security, routing/switching, account management, networked printing, and server and email administration.

- **Telecommunications** deploys, repairs and supports the College's voice-communication systems, the copper and fiber-optic cabling infrastructure, desktop computers/applications and peripherals, and switchboard operations.
- **Management Information Services** creates, maintains and develops the College's enterprise system (ISIS) and reporting systems in support of instruction, enrollment services, business services, human resources, institutional research, student services, and other administrative areas. As described previously, ISIS provides college personnel access to a wide variety of data and reporting functions through a web-based portal.
- **Academic Computing** is responsible for providing academic technology support, maintaining student computer labs and classrooms including workstation deployment, software installation/maintenance, training faculty and staff, and providing in-person assistance to students and instructors in support of instruction.

This centralized organizational structure ensures that all aspects of technology support and services are provided and deployed to the main campus, to satellite sites and to remote users, thus minimizing the replication of support structures at multiple sites. One exception to this is the Academy of Entertainment and Technology which, because of its unique technology needs, has a dedicated staff to service the complex computer and other technological resources located at that site.

Office of Institutional Research

The Office of Institutional Research supports program stakeholders in building their own evaluation capacity as well as conducting institutionally focused research and data analyses. Teaching and learning are facilitated through the broad institutional data available on the Institutional Research website including college reports (e.g., equal opportunity survey results, transfer, program completion and graduation reports, and persistence reports), enrollment reports, and grade distribution. These reports are valuable to departments and programs preparing their program review reports and/or grant applications.ⁱⁱ

The Office of Institutional Research uses technology to help members of the college community define their assessment needs and methodologies and access standardized reports. In the future, planned functionality for the Institutional Research website will allow users to query the college database to build their own reports.

Distance Education Program

The College's Distance Education program has grown tremendously over the last ten years. Described fully in Standard IIA.1(b), the program supports nearly 10,000 students enrolled in a variety of courses each semester. In 2008-2009, classes offered online or in a hybrid format accounted for 12.5 percent of the College's FTES, and the program continues to grow.

The College's course management platform is provided through an external course management system (eCollege). The platform offers 24/7 student support and provides a variety of features

designed to help facilitate teaching and learning as well as support for course authoring and content development. A full-time multimedia specialist captions videos used in online courses to ensure that online classes meet state and federal accessibility requirements.

In addition, onground faculty have the option of using eCompanion, the course shell product that echoes the structure used for online classes, to provide their students with 24/7 access to supplemental course materials, internet resources, assignments, quizzes, and grades and the opportunity to communicate electronically with their instructor and classmates (via email, threaded discussions, and chat rooms). Currently, about 400 faculty members use eCompanion.

Reprographics

The College's Reprographics staff provide digital print services. As part of a strategic centralized management plan, the College has recently deployed a networked fleet of devices to provide copying, printing, and scanning functions. Print requests are routinely submitted electronically through the Digital StoreFront system, which allows users to submit documents for printing online, any time and from any workstation, directly to the central Reprographics Department.

Media Services

Media Services encompasses a wide variety of audio-visual support services for faculty, staff and managers. The office supports more than 130 classrooms that have been equipped with "smart" technology (which includes a computer, projector and other multimedia equipment installed in a semi-permanent lectern). Multimedia carts are also available in the Media Center and can be checked out on demand. The Media Services staff are available throughout the day and evening to provide telephone and/or field service to ensure that instructors and the audio-visual technology they use are fully supported.

Media production services include multimedia development, digital video production and editing, audio-visual duplication services, videoconferencing and content programming for the College's cable television channel. A relatively new online channel, "SMC on iTunesU," was produced in collaboration with Apple Corporation. This new media reaches out to local and global audiences with an eclectic mix of audio and video podcasts including guest lecturers, student orientations, campus events, course lectures, faculty/staff orientations and Board of Trustees meetings.ⁱⁱⁱ

Library

The Library houses over 200 personal computers, providing students convenient access to its online catalog, web-based proprietary databases, Internet resources, Microsoft Office software applications, specialized accessibility software such as Zoom Text, Jaws, Kurzweil (Models 1000 and 3000), and workstations, which are compliant with Americans with Disabilities Act requirements. The Library was the first building on the main campus with wireless access and the Library currently provides technical support for students experiencing wireless access

problems. Through the Library's webpage, students may report such problems by submitting a form, and a library staff member is on hand to assist them as needed.^{iv}

The Library subscribes to 47 databases, which provide access to over 10,500 full-text periodicals and approximately 19,000 electronic books. In addition, access to 7,300 freely available full-text periodicals is provided, for a total periodical count of 17,800. The electronic books and databases support the curricular needs of both traditional and distance learning students 24/7.



Figure IIIC-2: 200+ Student Computers in Use in the Santa Monica College Library

Website Management

The College's website underwent a major redesign to improve its functionality and better serve the needs of the college community. The new structure and format were deployed in 2007 for the departments deemed most critical to ongoing college operations. The website is currently undergoing a second phase of development to provide a consistent, uniform web presence for the entire college community.

Academic Computing Laboratories

Fully described in Standard IIC, computer and networked resources are distributed across the main campus and at the Academy of Entertainment Technology, Bundy, and Emeritus College satellite sites. Since 2003, the College has increased the number of computers available to its students from approximately 1,200 to over 1,600. Computing facilities include drop-in labs where students work individually on class assignments and utilize standard office, online-based and/or discipline-specific software, and computer classrooms.

Training and user-support resources are made available to both students and faculty. The labs are staffed by Academic Computing Instructional Specialists, who ensure that equipment is in good working condition and that student questions are answered promptly and accurately.

Career Technical Education Programs

As mentioned previously, technology touches all aspects of the College's instructional offerings in a variety of ways, whether through the technology resources used by students or in the way instruction is delivered. For example, the Health Sciences Department uses state-of-the-art

simulation mannequins in the Nursing Skills laboratory allowing students to practice their nursing skills and recognize patients' symptoms.^v Similarly, the Photography Department has made an investment in developing a robust and highly regarded digital photography program through the acquisition and deployment of digital cameras and computer hardware and software, enabling students to gain experience with equipment they will use in professional settings.^{vi} In all instructional programs, technology support is designed to meet student learning needs and to facilitate instruction. Two instructional areas are the heaviest users of technology: the Academy of Entertainment and Technology and the Computer Science and Information Systems Department.

- **Academy of Entertainment and Technology** provides state-of-the-art multimedia and graphic design curricula in a number of areas such as Animation, Game Development, Graphic Design, Interior Architectural Design, Post Production and Visual Effects. Academy students can take a wide variety of graphic design classes, ranging from foundation studio classes that emphasize design process to application-specific courses teaching Adobe Photoshop, Illustrator, and InDesign, as well as motion graphics and web design software.

The Academy has several state-of-the-art Windows and Macintosh classrooms, each equipped with 24 student workstations and an instructor workstation with video projection. In addition to the computer classrooms, a computer lab is available to all Design Technology students who are currently enrolled in a computer-based course. The laboratory features over 80 Windows and Macintosh workstations, color and black and white laser printers, scanners, and video capturing hardware.

The computers are installed with the software applications used in Design Technology computer courses including AutoCAD, Maya, ZBrush, Shake, After Effects, InDesign, PhotoShop, Dreamweaver and Flash. All of the computers at the Academy site are linked by an internal file sharing network.

Students have access to a dedicated digital audio and video editing classroom as well as several digital editing rooms. The site also features a green screen room and a 120-seat screening room.

- **Computer Science and Information Systems Department** provides technology and information science career training and transfer preparation curricula. The mission of the department is to provide an exceptional learning environment in which students can develop the skills and knowledge required for today's technology-oriented jobs and/or fulfillment of the requirements for transfer to four-year colleges and universities.

Students can pursue programs in Programming, Databases, Networking, Technology Project Management, Robotics, Web Site Development, Computer Graphics, and Business Office Computer Skills. The Robotics, Technology Project Management and Networking programs were developed under a grant, completed in 2008, from the National Aeronautics and Space Administration.

Student Support Services

Technology is also an integral element of many student support services. For example, the Counseling Department has worked with the Management Information Services Department to create a computerized appointment system, used by all counseling programs, that allows all counseling areas to track students who receive counseling services. Consequently, the Counseling Department knows that during the 2008-2009 academic year, 104,994 student counseling contacts were made. Technology has also enabled online counseling to expand student access to these vital services. In 2008-2009, 4,736 online counseling contacts were made. In addition, the number of students using the College's online orientation has tripled over the last eight years, from 7,227 students who accessed online orientation services in 2002-2003 to 24,654 students in 2008-2009.

Other student support programs also use technology to enhance the services provided to students.

- The **Career Services Center** offers computer-based career information systems for students to research possible career paths and internship opportunities.
- **Early Alert:** The College redesigned its Early Alert program and has deployed an online version to improve the efficiency with which instructional faculty identify students who may be experiencing difficulties and refer them to appropriate services.
- **Services for Distance Education Students:** With the exception of tutoring, services for online students match those provided to their onground counterparts including access to registration staff, financial aid advisors, academic counseling, and instructional faculty.
- **Disabled Student Services High-Tech Center and Technology Accessibility Services** promotes technological access for students with disabilities and compliance with legislative mandates for technological accessibility. Computing labs include software for students with disabilities such as screen readers and screen magnification software. More specialized software is installed upon request to meet the needs of individual students. Some labs also include specialized hardware such as scanners and trackballs. Additionally, most labs have at least one motorized adjustable table.

Planning and Development Processes

A comprehensive planning and development cycle is initiated annually to ensure needs are fully identified, solutions thoroughly evaluated, and resources equitably distributed. As shown in Figure IIIC-3, the cycle begins at the start of the academic year with a review of the *Master Plan for Technology* by the DPAC Technology Planning Subcommittee to evaluate progress made during the previous year. At the end of each fall semester, the Academic Senate Joint Information Services Committee solicits requests from the various information technology areas, academic departments, and faculty requiring desktop workstation upgrades. During the spring semester, the committee evaluates these requests based on a set of criteria that is disseminated to all groups and posted on its website.^{vii}

Highest priority is given to funding annual software licensing agreement obligations without which the College could not function, the most important being the infrastructural software licenses such as the Microsoft operating system and Office software site license as well as instructional software such as the Adobe suite, used in many of the technology-related disciplines. The committee evaluates requests from the various Information Technology areas responsible for maintaining and upgrading the hardware and network infrastructure for the

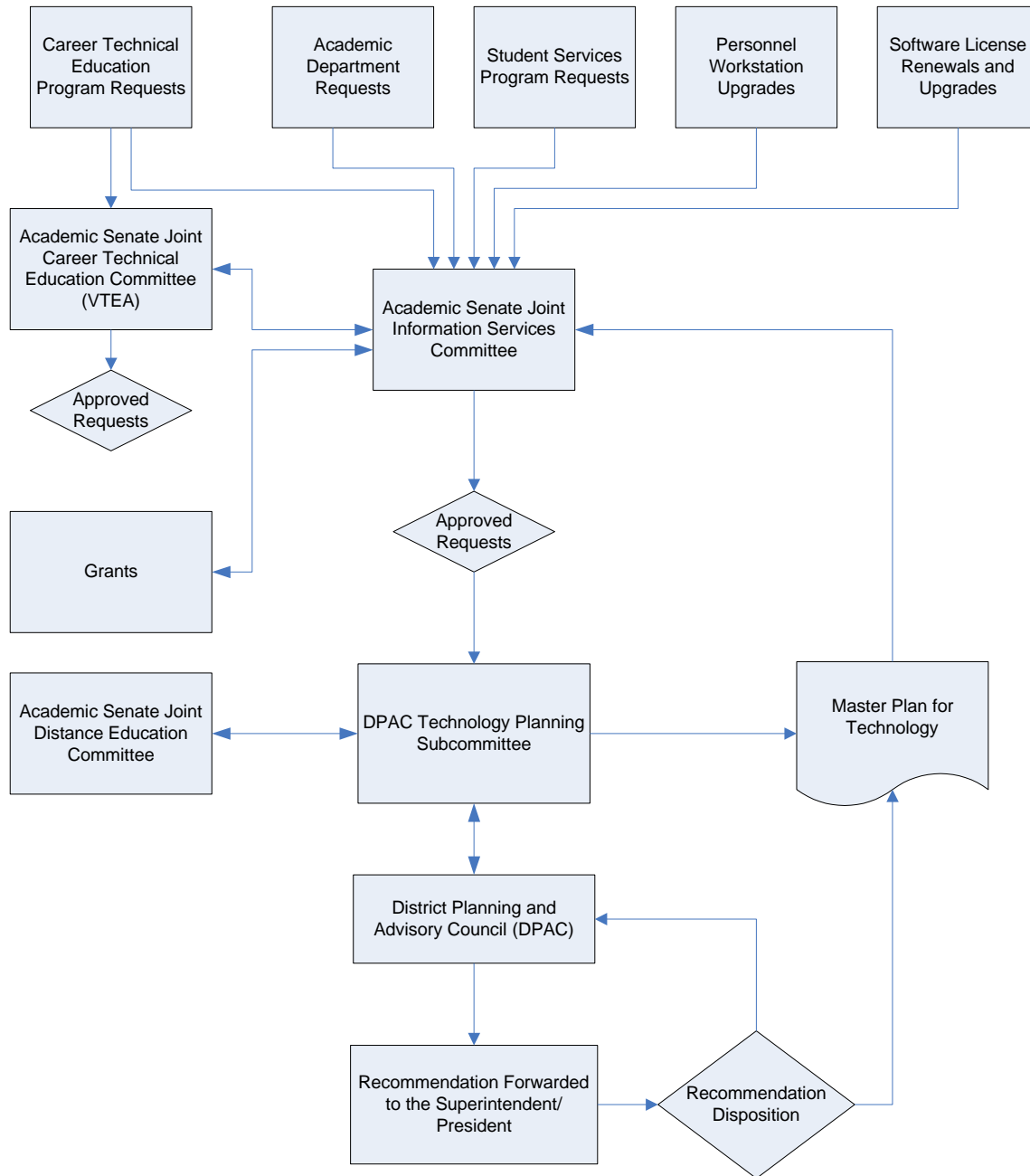


Figure IIIC-3: Santa Monica College Information Technology Planning Flow

College and contributes 55 percent of the cost for such requests, which represents the proportion of technology resources used for instructional purposes. Next, the committee ensures that funds are allocated for maintenance and upgrade of smart-enabled classrooms and smart carts. Currently, the College supports 131 smart-enabled classrooms, an 85 percent increase since the last accreditation report. Finally, department requests for instructional technology items and faculty requests for advanced upgrades for their desktop workstations are evaluated. (Faculty workstations are upgraded automatically with new or cascaded workstations at regular intervals.)

When funding is severely limited, the committee considers only those department and faculty requests that are vital to the continuation of existing programs. Requests for technology for career technical education programs are coordinated with the Academic Senate Joint Career Technical Education Committee to ensure that requests are not duplicated and that requests are compatible with the College's infrastructure. In addition, the Academic Senate Joint Information Services Committee closely collaborates with the Director, Grants to identify new or existing external funding sources that may be used for technology. For example, funding through the Basic Skills Initiative has been used to upgrade computer labs and provide smart-enabled classrooms and smart carts for the English, English as a Second Language and Mathematics departments.

Recommendations are forwarded to the DPAC Technology Planning Subcommittee, from which they are sent to DPAC. Once accepted by DPAC, these recommendations are forwarded to the Superintendent/President for final approval. At the end of each spring semester, departments and individuals are informed of the decisions made by the Academic Senate Joint Information Services Committee and approved by the Superintendent/President, and most funded technology requests are implemented over the summer. The technology planning and decision-making process is described in further detail in Standard IIIC.2.

Once new technology initiatives are identified, they are evaluated and prioritized according to planning category/scope, institutional importance, technical feasibility and other potential resource needs (e.g., financing, staffing and/or facility resources). Ongoing maintenance costs and the College's ability to provide the required support during an initiative's expected lifecycle are also considered as are matters of reliability, business continuity, disaster recovery and security. Approved objectives are then incorporated into the annual *Master Plan for Technology* update and scheduled for implementation by college staff, either internally or, if necessary, in conjunction with external technology partners. The College ensures limited resources are used effectively by incorporating well-documented and enforceable policies, procedures, standards, and regulations into the technology planning process.^{viii}

The instructional, student services and administrative needs of the College are the driving forces behind all technology initiatives. Keeping abreast of industry standards and educational technology trends, monitoring the performance of existing systems, and updating skills through training and certification all help the College anticipate many of these needs and implement scalable, service-oriented solutions designed to enhance the institution's operational effectiveness. The College avoids technological stagnation by encouraging the adoption of new technology resources, such as support services, technology facilities, and updated hardware and software.

For example, a recent effort in evaluating and implementing the College's server virtualization project is a typical example of how a technology initiative is identified, developed, and implemented. The technology project was initiated via the College's technology planning process. Once all funding, facility, and human resource requirements were identified and reviewed by DPAC, the Information Technology Services areas coordinated processes closely with one another and with other college operations (i.e., Purchasing and Accounting) throughout the procurement cycle. These processes included requests for information/proposals, reference checks, procurement, design, staff training, and implementation. All impacted functional user areas were informed to ensure a seamless and transparent transition. As a result, the current data center is now sustained within existing space, power, and cooling constraints. Prior to the implementation of the virtualization project, space, power and cooling in the data center were reaching maximum capacity. In addition, the College received approximately \$68,000 in incentives from the Southern California Edison Company as a result of the projected, ongoing electricity savings of 285,000 kilowatts per hour.

The development and enforcement of network and computer use policies also follow an extensive planning process. These policies maintain a high level of system security while at the same time protecting the integrity and privacy of user data. When breaches in security occur, the College takes immediate steps to investigate the incident and develop new policies to prevent its reoccurrence. For example, in Summer 2009, a "phishing" email (one designed to trick users into volunteering personal information) was able to infiltrate the network system. Several unsuspecting users responded to the unsolicited email (divulging their account passwords), resulting in spam being sent from the College and the subsequent temporary blacklisting of the College's email by many Internet service providers. The College, through its planning processes, responded immediately, undertaking a rigorous program of education and evaluating other methods to prevent future occurrences including a series of recommendations developed by the Information Services Committee and the DPAC Technology Planning Subcommittee, accepted by DPAC, and approved by the Superintendent/President.

Another challenge is the complexity and variety of technology tools and platforms, which often present compatibility conflicts or require support beyond what the College can provide. In the past, Information Technology was frequently called upon to support department-purchased technology equipment that was incompatible and sometimes in conflict with existing technology. To address this problem, the College now deploys a standardized list of hardware and software, thus maximizing cost-effectiveness and promoting operational efficiency.^{ix} The College's technology planning process further facilitates the implementation of unified purchasing plans which results in substantial cost savings to the College (see Standard IIC.2).

Although providing services and support to multiple sites with geographically-dispersed technologies can lead to costly operational inefficiency and strained resources, the Information Technology team works to mitigate the effects of these challenges by adopting virtualization technologies, distributing software from a central repository, and using remote-access support tools, all of which help reduce the need for dedicated support staff at all facilities.

Through its Distance Education program, the College is committed to the creation, development and delivery of high-quality online courses that serve the needs of this rapidly-growing student

population. To support online faculty, the Academic Senate Joint Distance Education Committee regularly updates the *Distance Education Faculty to Faculty Handbook*, its online resource of effective practices and protocols. In addition, much of its work is conducted through various subcommittees: Platform Research (exploring alternative platforms); Best Practices (recommending effective practices); and Best Protocols (recommending protocols for effectively moving traditional courses online).^x

The College partners with an external vendor, eCollege, to provide a robust, secure and reliable course management system. The system includes 24/7 technical assistance for students and faculty as well as archiving and backup. In fact, feedback and evaluation of the eCollege platform by the College's online instructors and students has led to the incorporation of a number of improvements to the revised eCollege (.NExT) platform including refined Macintosh integration and enhanced accessibility and "Exam Guard" (a third-party product for test proctoring) features.

Using an external vendor strengthens and enhances the security and disaster recovery protection of distance education program content. For example, eCollege uses multiple tape libraries in addition to replicating data in near real-time to its disaster recovery systems. Tape backups of all course content are performed daily, weekly and monthly. Tapes are first stored in a fireproof safe at eCollege's Denver, Colorado facility and then transferred offsite for long-term storage. All three eCollege data centers have uninterruptible power supplies, air conditioning units and diesel generators capable of powering the facilities indefinitely. In addition, eCollege provides redundant, scalable network architecture and also partners with security vendors, thus providing a trustworthy, reliable and secure online environment.

The College's contract with eCollege is up for renewal at the end of 2009-2010. The Academic Senate Joint Distance Education Committee was charged with the task of exploring platform options to determine which would best meet the needs of the faculty, students and institution. After an extensive review and analysis of alternative platforms, which included surveying faculty who teach online and weighing the costs involved in providing equivalent support features, the Academic Senate Joint Distance Education Committee voted unanimously to maintain eCollege as the course management system provider.

Evaluation—IIIC.1, IIIC.1(a)

The College is committed to investing in technology resources to support the effectiveness of the overall student learning environment for both onground and online education. The College's in-house technical expertise and proactive approach to providing services, along with the active engagement of participatory governance groups (e.g., the DPAC Technology Planning Subcommittee and the Academic Senate Joint Information Services, Distance Education, Program Review and Career Technical Education committees), ensure that the College's Mission and Institutional Learning Outcomes are adequately supported by technology. Staffing levels, security concerns and budgetary/technical constraints are factored into new technology initiatives.

For example, the redesign of the College's website is a major undertaking that included gathering input from the entire college community and extensive planning that involved most of the College's participatory governance structures. The improvement to the functionality of the website has not yet been fully realized and the College's ongoing planning process ensures that the improvement of the website services continues. For example, additional modifications to the college website and its capabilities were recommended in the 2008-2009 Program Review annual summary report. Suggestions for improvement included making the search engine more user friendly; developing templates to ensure some level of uniformity; and establishing standards for updating department and faculty websites, thus improving users' ability to navigate. These improvements are currently underway.

The College also recognizes that distributed computing resources are costly to support with respect to staffing and require the efficient use of diverse equipment and software. Recent computing facilities have all been designed with functional sharing, maximized usage and minimum maintenance support needs in mind whenever possible. This approach has resulted in a 14 percent decrease in collegewide lab technical support staff and support for 40 percent more student computers installed across five satellite sites since 2003.

As outlined in the previous section, the College's Information Technology Department team is currently implementing virtual server infrastructure technology to minimize the hardware requirements needed to provide technology resources. Although the anticipated reduction in power and cooling requirements achieved through virtualization and consolidation of server technology has relieved the immediate power capacity deficiency in the main data center, the facility is outdated and unable to support modern server technology and future growth. The College has recently identified a feasible location (near the Media Center) on which to build a new data center, which will allow the various functional areas that comprise the department to be integrated into one central facility. This project will support the data center sustainability/server virtualization project that the Information Technology Department is implementing, as well as improve the reliability and availability of college technology resources.

The College's hardware and software technology decisions result from internal collaboration among technology support areas to determine the best solutions for meeting the College's needs. Due diligence is demonstrated in formal and informal requests for information and requests for proposals from vendors, feasibility studies, and effective pre-acquisition prototyping/testing (especially for large-scale implementations). Research, training and/or trial opportunities are provided whenever possible to technical staff in evaluating products prior to implementing new technology deployment plans. Consultations with other industry customers and higher education institutions are often conducted during the technology decision-making process as well. The College utilizes various methodologies to perform validations to ensure that effective and feasible technology decisions are made.

Technology needs are also identified through a variety of other means, including feedback from support services, government-mandated regulation changes (e.g., through management information system changes at state and federal levels, financial aid updates, and new or modified safety procedures and measures), departmental needs, and system monitoring of usage trends for capacity planning. That these needs are indeed being met is evidenced by user

feedback, system performance monitoring (as measured against performance benchmarks), program review reports (which include evaluating the effective use of technology), and a reduction in the number of requests for user support. These operational practices ensure the College's technology needs are proactively identified to maximize technology resource effectiveness and to plan for future enhancements.

Constantly evolving technologies and increasing technology usage place a severe strain on the limited number of technical support staff. In addition, recruitment of qualified candidates for new positions has been a challenge. For example, a permanent network services position, vacant since July 2003, was only recently filled, despite concerted efforts to locate a suitable candidate with the network skills and experience required for the position. Other positions have proven equally difficult to fill: Between May and July 2009, the College hired three critical Information Technology personnel, all of whom have proven to be valuable additions to the department and the College, but one has since resigned due to a competitive offer from the private sector of the industry.

Plan—IIIC.1, IIIC.1(a)

- 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(b) The institution provides quality training in the effective application of its information technology to students and personnel.

Description—IIIC.1(b)

The mission of the College's technology training offerings is to provide relevant and effective training, documentation and assistance to its employees and students to maximize the efficiency of their use of technology. The College fulfills its responsibilities by providing diverse technology training opportunities as described below.

Technology Training for Faculty, Staff and Administrators

Training and technical support for faculty and staff are provided through a variety of avenues and delivery methods. The faculty/staff computer lab, located in the Media Center, houses approximately thirty computers, two scanners, three printers, two Scantron devices and one multimedia development workstation. Academic Computing staff consists of two full-time specialists who provide learning support with instructional technology applications. Distance learning support in the lab is supported by one full-time staff person, who specializes in multimedia development for online courses. Together, this technology staff group provides faculty and staff with varied support including periodic webinars, face-to-face training, and assistance with the following applications:

- eCollege (the course management system for online and hybrid courses)
- eCourse (course shells that host online course offerings) and eCompanion (course shells that allow online and onground faculty to augment their courses through tools such as

syllabi, calendar, discussion, chat, gradebook, class email, quizzes, and document sharing)

- Network and email account set-up
- Microsoft Office suite of software products
- Multimedia content development
- ParSCORE (electronic grading system)
- Document scanning
- Webpage design (faculty and department)

In addition to the specific in-house training programs described above, a variety of other, less formal training venues exist that contribute to the technological literacy of the College's staff, faculty, and administrators.

- **ElementK:** The College currently holds 500 licenses for access to the ElementK online technology training site.^{xi} This program offers employees a wide range of self-paced technology training courses including office productivity, multimedia, web-design, and programming as well as access to a comprehensive library of online books. In 2008, 57 faculty and staff attended 138 different courses for 170 combined hours. Based on the results of the usage evaluation, the College is exploring different possibilities to best match its needs. The ElementK license was originally a combined information technology skill and general technology course package. However, it is now being converted to an office productivity package with a larger number of licenses to fit broader general end-user technology training needs.
- **All-Access Online Library:** The College provides access to courses that are of a more technical nature than those offered through ElementK.^{xii} These courses are currently attended by Information Technology personnel as well as by Computer Science faculty preparing to teach new or upgraded software applications. The All Access Online Library from Total Training was recently piloted by a Computer Science and Information Systems professor whose experience was so successful that six additional licenses have been purchased.
- **@ONE Project:** College personnel have access to many resources on multimedia and online teaching at little or no cost through the California Community College's @ONE Project.^{xiii} Courses provided through @ONE include one hour "desktop" webinars on topics ranging from effective online teaching practices to using *Twitter* as a teaching technique as well as longer-term online courses, self-paced tutorials and in-person seminars.
- **Safari Technical Library:** The Safari Technical Library houses over 1,300 current technical references and serves as a resource for both students and staff.^{xiv} This

electronic catalog, which reflects current texts on computer applications, is a valuable asset for the Information Technology Department and other college staff.

- **Professional Development Day Training:** The College conducts two institutional flex days, Opening Day in the fall and Institutional Flex Day in the spring. Technology-based workshops are offered, usually geared toward the goals or theme of the particular day, which are determined by the Academic Senate Joint Professional Development Committee. Technology-based workshops are also used to impart important information about new processes or services available to faculty and staff. For example, the Media Center typically offers workshops for faculty on the proper use of equipment installed in smart-enabled classrooms. The Reprographics staff also conducts workshops on how to use Digital StoreFront to submit documents online for copying.
- **Vendor Training:** Software vendors often provide cost-effective training for their products. For example, not only does eCollege provide training to distance education faculty directly but also trains the Technology User Support Specialist, who then trains and provides support for faculty. Another example of training provided directly by the vendor is the Plato software used by the Health Sciences, English, ESL, and Mathematics departments.
- **External Funding Sources for Technology Training:** The College continually seeks external funding sources to support faculty and staff technology training.
 - Faculty and classified staff can apply for professional development funds, approved through the Professional Development Committee, for up to \$500 to subsidize the cost of attending conferences or local training sessions. Recent examples of funded projects and conferences include Adobe Creative Suite 4 training, an Accessible Media Conference, and a workshop on Software Maintenance.
 - Vocational and Technical Education Act funds may be used for technology-related training for faculty in career technical education programs.
 - Limited state categorical funding through Telecommunications and Technology Infrastructure Program is often used for technical staff training to support critical new technology deployment.
- **Training for Online Course Management:** The Distance Education program offers a diverse range of training opportunities for faculty preparing to teach or currently teaching online using eCourse and eCompanion (an online supplement for traditional classes). The College's Technology User Support Specialist provided hands-on workshops and training for approximately 125 faculty members in 2008. This in-house training is particularly important following major version upgrades of the eCollege teaching platform. In addition to training sessions and consultation provided by the User Support Specialist, faculty also have access to:

- webinars, faculty tutorials, course design support, and onground instructional salons provided by eCollege;
 - Professional Development Day workshops designed for distance education faculty;
 - peer-to-peer support and collaboration; and
 - the Distance Education Mentoring Program, a peer-training program that matches experienced online faculty mentors with new online instructors to assist them in developing their courses.
- **Peer-to-Peer Training:** Although a less formal mode of training, peer-to-peer training is perhaps the most widely-used means of technology training at the College. Typically, a power-user designee, trained by the technical development team, trains peers in the trained users' respective areas. For example, members of the Counseling Department have taught one another how to use a variety of online programs, many of which were developed by the college Information Technology Department including:
 - the Online Degree Audit System, which uses electronic records to document student progress towards fulfillment of transfer requirements;
 - the Transcript Evaluation Records system, used to submit requests for evaluation of credit previously earned to be used toward transfer requirements;
 - the Counseling Appointment and Student Appointment Tracking programs, used to record appointments and drop-in student contacts; and
 - the Early Alert Program, which allows instructors to refer students who are struggling in the classroom to counseling and other appropriate student support services.

Peer-to-peer training has also been used successfully by many instructional departments:

- A faculty member in the Modern Languages and Cultures Department has trained peers both within and outside the department to use online collaborative software (i.e., the Wimba Collaboration suite).
- The ESL Department annually devotes one of its departmental flex days to orienting new instructors and supporting continuing instructors in the use of eCompanion and the College's network system and in development and maintenance of faculty homepages.
- The Computer Science and Information Systems Department has found creative and diverse opportunities for technology training. Faculty members gain skills by informally teaching each other as well as observing colleagues' classes. The Computer Science and Information Systems faculty also acquire skills by sharing

various Internet resources (e.g., free online courses at Stanford and Berkeley, Adobe TV, iTunes and YouTube), workshops and technology texts with one another.

Technology Training and Support for Students

The College provides technology training for students not only through its instructional programs (which enable students to gain, for example, office skills, software product-specific skills and programming skills) but also training in how to use the various technological resources employed on campus. Examples of this training and support include the following.

- The Library conducts orientation sessions as part of the Student Success Seminar (Counseling 20), designed to help students access the varied technology-based resources available to them through the Library.
- The Nursing Skills Laboratory is designed to facilitate the skills development of students using state-of-the-art simulation mannequins that enable students to assess a patient's condition and practice the nursing skills learned during the class.
- The Welcome Center conducts online orientations to help students access online registration services and other technological resources designed to facilitate their educational experience at the College.
- The new Solar Photovoltaic program includes training on the technology used to install and maintain solar-based energy generating systems.
- The Photography program trains students using state-of-the-art digital photography equipment.
- The Modern Languages and Cultures Department maintains a language laboratory where students can improve their fluency in the language they are studying.

To be sure, the College also offers a wide range of opportunities for technology training through its credit courses. These classes include basic office skills courses such as keyboarding; courses designed to teach skills for specific software programs such as Microsoft Power Point and Microsoft Outlook; and courses in computer programming, ranging from basic classes such as Introduction to Computer Systems (CS 3) to more advanced programming such as Advanced Java Programming (CS 56) and JavaScript and Dynamic Hyper Text Markup Language (CS 81).

General computer support and informal technology training for students is provided by Academic Computing support personnel in computer labs across the College such as the Cayton Center Associated Students Lab, while computer laboratories located in the Science and Business buildings offer discipline-specific support. Faculty members who use technology in their classes are also a source of student training. For example, in Multiple Skills Preparation: Reading and Writing (ESL 10W), the lowest-level credit course in English as a Second Language, students meet weekly in a computer lab to learn how to access resources on the

College's homepage such as department websites, instructor homepages, eCompanion, and the student self-service portal for admissions and records. Other examples include writing courses such as English Fundamentals (English 21A) and Intermediate English: Essay Writing 1 (ESL 21A), for which students are required to participate in threaded discussions using eCompanion. In Reading and Composition (English 1), instructors teach their students how to locate scholarly sources using the Library's database.

One concern that college faculty have had regarding the use of technology in the classroom is that its use not supersede the need for information literacy. It is important that students develop information competency to critically evaluate information gleaned from various media sources. Librarians work closely with faculty members across the curriculum to assist them in incorporating research assignments into their courses. A librarian reviews every new course presented to the Curriculum Committee and confirms that resources exist to support it. A librarian also reviews new distance education courses and informs faculty of the electronic resources available to support the course in the online environment. The College has also added a new course to the general education curriculum, Reading Media: Acquiring Media Literacy Skills (Communications 2), designed to meet information competency guidelines. In addition, the Library provides diverse technology support to students:

- Library faculty are available to answer general questions regarding technology resources and the effective use of online materials for research.
- One-on-one training for students is offered by the Library's Computer Support Specialist, who assists students with connecting their notebook computers to the College's wireless network.
- The Library's Safari Technology Books Online database, in addition to its regular collection, provides excellent resources for technology training. The Library's 20,000 electronic books, many of which deal with technology, are a resource for distance education students and/or students who are unable to visit the Library in person.
- The Library subscribes to 47 online databases, which provide access to over 10,500 full-text periodicals. In addition, access to 7,300 freely available full-text periodicals is provided, for a total periodical count of 17,800. The electronic books and databases support the curricular needs of both traditional and distance learning students 24/7.

Student training is also available within the various Student Services offices including Counseling, the Welcome Center, Extended Opportunity Programs and Services (EOPS), Financial Aid and Center for Students with Disabilities:

- In the Counseling Department, student workers are trained on the counseling appointment program to make appointments for students. This initial exposure to counseling procedures has spurred several student workers to pursue degrees in counseling and several have returned to the College, first as counseling aides and later as counseling faculty.

- In the Welcome Center, as part of the orientation process, new students are guided through the student self-service system and the College’s website.
- Counseling provides training on a course search feature on the ASSIST website^{xv} to help students satisfy their Intersegmental General Education Transfer Curriculum (IGETC) requirements.
- Financial Aid teaches students how to navigate the Federal Financial Aid for Student Application (FAFSA) website and how to apply for federal and state aid. Student workers are trained on the use of the federal EdExpress and the Regent financial aid software systems.
- The Center for Students with Disabilities High-Tech Training Center provides a wide range of technology support to students with disabilities. The High-Tech Training Center staff teach students how they can use technology to compensate for any educational limitations caused by their disabilities. Assistive technology includes:
 - screen reading software which provides speech output of documents for students with visual impairment and/or learning disabilities;
 - magnification software for students with visual impairments;
 - voice recognition software, which allows students to input information by talking rather than typing;
 - “scan and read” technology designed to scan printed material into a computer, which then reads the material aloud;
 - Braille translation software, which translates computer documents into Braille and a Braille printer, which prints out the translated documents in Braille;
 - an on-screen keyboard for those who can use a mouse rather than type on a keyboard; and
 - alternative input devices (e.g., trackballs, glide pads, joy sticks) which provide computer access for students who cannot use a keyboard or voice input.

The College is also adapting its technological resources and methodologies to accommodate changes in the way students access information. The College has been podcasting lectures and Board of Trustees meetings for several years but is grappling with issues of access and the cost-prohibitive aspect of ensuring that podcasts are accessible to students who are hearing-impaired. The College also uses podcasts and e-blasts and has established a presence on both *Facebook* and *Twitter* to ensure that important messages about enrollment and critical dates and deadlines are communicated to students in the ways and through the devices typically used by students to access information today. Incorporating these new technologies expands the ways in which students access learning and enhances the skills of faculty who are using these new methods to facilitate learning.

Evaluation—IIIC.1(b)

Technology training for staff, faculty and administrators is fairly decentralized. Most technology training across the College is accomplished through utilization of diverse resources and peer-to-peer training. The College has maintained technological currency in spite of limited funding availability and an almost *ad hoc* approach to staff training. Nonetheless, anticipating increased technology demands of both staff and students, the College recognizes that current technology training methods need to be assessed to determine their relative effectiveness in meeting the needs of faculty, staff, and administrators.

Recognizing that technology resources are continually evolving, the College ensures that its usage policy and procedures are frequently updated through DPAC and its Technology Planning Subcommittee and the Academic Senate joint committees including the Information Services and Personnel Policies committees. The College also ensures that online training information is updated regularly.

Student training within the various functional areas (instructional programs and student support services) is effective based on the students' abilities to work within those areas. Instructional programs and student support services have developed student learning outcomes and are in the process of developing assessment processes to determine whether learning outcomes associated with the various programs are being achieved.

Plan—IIIC.1(b)

- The College will formally assess the training needs of its personnel and assess current training models to determine their effectiveness.

IIIC.1(c) The institution systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Description—IIIC.1(c)

The College's technical infrastructure is maintained according to well-documented procedures designed to meet the College's growing technology needs as efficiently as possible. Equipment replacement and upgrades are accomplished through the technology planning process via a cyclic schedule, adjusted annually to meet ever-changing technical and budgetary requirements (see Standard IIIC.2 for a detailed description).

Information Technology staff and management devote significant time and attention to implementing plans approved through this cycle. Although the underlying technology infrastructure and the individuals responsible for supporting it are virtually invisible to end-users, they are critical to the smooth operation of the College. Securing a computing environment that protects the vast quantity of sensitive college and user data is equally critical. Before any new technology initiative is evaluated for potential adoption, its impact upon the infrastructure is

assessed, including hardware requirements, software upgrade plans, ongoing maintenance and support, network/system capacity plans, and associated security requirements. Information Technology staff handle the bulk of this planning and stay abreast of current hardware and software trends as well as methods used to determine the quantity and capacity of hardware and software required to meet institutional needs. Vendor meetings and demonstrations, on/off-site training, conferences, and exhibits help provide staff with the latest information. In addition, the Information Technology Department areas collaborate closely with one another and with other technology areas of the College, sharing information and experiences to accurately evaluate the feasibility and cost-effectiveness of new technologies.

The most crucial plans include security management, data/systems backup and recovery, network performance and capacity planning, desktop software management, upgrading and replacement of workstations and peripherals, and technology asset and support services management. The results of the planning cycle are documented in the annual updates to the *Master Plan for Education*.

Security Management

Each Information Technology functional area participates in ongoing re-engineering and enforcement of security policies established to protect the integrity of the College's information resources. To take advantage of functional improvements made available in systems software version upgrades, major security restructuring efforts are routinely planned and implemented. The internal security policies of each Information Technology area are also updated as new hardware and software functions are deployed.

Security falls under several categories:

- **Physical infrastructure security:** Information Technology personnel work to ensure that network equipment, servers and other technology-related devices are located in secure rooms or closets.
- **Directory structure:** The College utilizes a Lightweight Directory Access Protocol compliant directory structure to host domain network directory functions. These services require the regular maintenance of the user and computer accounts database and ensure replication of these data from the main campus to all satellite sites. Security is then enforced via a single sign-on environment.
- **Malware protection:** Information Technology maintains automatic updates to anti-malware software on workstations, servers, and all email systems to protect the College and its correspondents from viruses, Trojan horses, spyware, and other malicious software. In addition, account restrictions, which prevent ordinary users from inadvertently or intentionally installing malicious software on their workstations, are in place. Information Technology staff are available to install any specialized software requested by users.

- **Spam filtering:** The majority of email messages sent to college email addresses are in the form of spam (unsolicited bulk email messages). To combat this, the College utilizes a spam-filtering gateway which diverts suspect messages into individual junk boxes for review and management by recipient users.
- **Password security:** It is the consensus of industry experts that secure passwords are the most effective security mechanism in a networked environment. To this end, all users at the College are required to use passwords that contain a minimum of six characters and include both lowercase and uppercase letters as well as digits, and users are required to change their passwords annually. When changing their password, users are also required to read and acknowledge the Computer Use Policy which serves as a reminder to users not to divulge their passwords to anyone.
- **Network traffic management:** Network routers located at all of the College's sites isolate network traffic according to source, segregating data originating at workstations used by students from those used by faculty and staff, especially for the purpose of securing confidential data transmitted for administrative purposes. In addition, a network security policy prohibits student access to any faculty/staff workstation. A proxy server (a secure centralized computer that manages Internet requests from users) optimizes Internet connectivity for faculty, staff, and students on the main campus and all satellite sites.
- **Network firewall:** A secure firewall system efficiently detects and blocks unauthorized access attempts from the Internet.

Data/Systems Backup and Recovery

The College has extensive provisions in place for the recovery of data in the event of either a major or minor disaster. Data are archived on magnetic tapes and stored and secured in a fire-proof safe located within the Information Technology Department's offices. Daily tape backups are kept in the safe for a period of two weeks and are also stored off-campus. Tapes are collected weekly by an off-site data protection vendor and rotated in and out of storage on a six-month retention schedule so that all areas of Information Technology have access to critical data, stored on tapes, from this period. When the need arises, these tapes can be retrieved in a time frame corresponding to the extent of the data loss and the urgency of the need to recover it.

Network/System Performance and Capacity Planning

The College recognizes that a stable high-speed network and efficient server architecture are the foundations upon which all technology resources depend. To this end, the College assesses and re-evaluates technological deployments annually to ensure that the network infrastructure can continue to meet current and future usage demands.

- **Performance benchmarks:** Information Technology defines clear benchmarks for measuring system performance of all information technology services. These metrics are

developed in consultation with end-users so that Information Technology can deliver system performance that meets or exceeds reasonable user expectations.

- **Internet Connectivity and Performance:** The College's Internet services are provided by the University of Southern California Information Sciences Institute and the Corporation for Education Network Initiatives in California, an organization that designs, implements, and operates the California Research and Education Network, a high-bandwidth, high-capacity Internet network specially designed to meet the unique requirements of educational institutions.
- **Network maintenance and monitoring:** Information Technology staff daily monitor critical system parameters to identify potential problems or resource shortages. They also document system changes and problem resolutions to facilitate follow-up activities and future troubleshooting.
- **Capacity planning:** Improvements in software and hardware, along with the constantly-expanding needs of end-users, push minimum technical requirements for equipment ever higher, requiring that Information Technology re-evaluate system resource capacity planning needs at least annually. In each budget cycle, proposals for the expansion of servers, devices, and other peripherals are developed and submitted to the Technology Planning Subcommittee for possible inclusion in the *Master Plan for Technology*. The proposals are developed using a Total Cost of Ownership model to anticipate both direct and indirect costs of implementation.
- **Integrated Student Information System (ISIS):** The College's Oracle-based enterprise system has recently undergone complete re-engineering to support single sign-on, which enables users to access most college resources with a universal username and password. The current system utilizes the latest Oracle Enterprise Database, Application Server, Internet Directory, and Portal technologies. Information Technology staff are continually devising new ways to utilize expanded functionality as it becomes available.
- **Server virtualization technology:** The Information Technology Department recently deployed a cutting-edge server virtualization infrastructure to run multiple "virtualized" operating systems on a small number of powerful physical host servers, which replaced 64 old servers. These new machines have a significantly smaller footprint and have reduced the energy requirements in the server room, which had outgrown the available uninterruptable power supply capacity. The successful planning and implementation process and other benefits of this project are evaluated in Standard IIIC.1(a). This also resulted in a substantial reduction in space, power and cooling requirements, along with the ability to easily add new virtual servers without the purchase of new hardware. The next stages of this project will bring additional servers with increasingly complex mission-critical functions into the virtual environment and will increase overall performance and service availability to the College's user community.
- **Network expansion:** The College works closely with the City of Santa Monica and the California 4Cnet (a centralized network backbone for California State Universities and

Community Colleges) to ensure that the bandwidth of the College's connection to the Internet expands to meet the growing demands of bandwidth-intensive technologies like video-streaming. The College is also rolling out a wireless network in common areas frequented by students, such as the cafeteria and the new main campus quad as well as satellite sites.

Desktop Software Management

- **Software maintenance:** In most cases, software maintenance agreements are purchased along with all new licenses for collegewide software, providing the College access to the most current versions of software packages at substantial cost savings. Upgrades of specialized titles licensed by individual departments are included in the technology planning process.
- **System management/Workstation Cloning:** The College currently manages more than 2,600 workstations, rendering frequent upgrades of individual workstations impractical. Instead, Information Technology uses Microsoft's System Management Server with Intellimirror Group Policy technology to accomplish centralized software distribution tasks whenever possible. To achieve an effective method of workstation installation, upgrade or repair, "images" of standardized workstation configurations (the complete operating system and software environment) are remotely deployed to individual workstations across the network. This is also helpful in collecting technology asset information and providing diagnosis capabilities to facilitate troubleshooting system problems at remote locations.
- **Software license compliance:** Currently, the College supports approximately 30 titles of collegewide licensed software and hundreds of specialized titles licensed by individual departments. If affordable site-wide licensing is not available, concurrent licensing is purchased based on a maximum number of allowed simultaneous users rather than the number of computers on which the software is installed. This arrangement results in substantial cost savings and enables a wider availability of software titles to the college community. On PC systems, the number of installations and/or simultaneous users for each title is monitored through the System Management Server while another product, KeyServer, is used for license compliance of Macintosh computers.
- **Student technology resource management:** There are numerous computing facilities available to students, many equipped with unique hardware and/or software requirements, each with its own use policies. To manage this diversity of service centers, a combination of off-the-shelf software and software developed in-house is used to effectively administer the computing resources involved.
- **Digital StoreFront:** The College recently launched rolled out the new Digital StoreFront, which allows faculty and staff to electronically submit documents for reproduction from their desktop, and networked Ricoh copiers that allow users to scan documents directly to their desktops.

Upgrading and Replacement of Workstations and Peripherals

The useful lifetime for a typical computer workstation and its associated peripherals primarily depends upon the types of applications installed and its initial system specifications. The needs of college users vary dramatically from those at the high end, where state-of-the-art video-editing and advanced programming techniques are being taught, to those who use their computers only for basic word processing and email. Technology resource planning is an ongoing challenge, balancing maintenance and repair needs, technological obsolescence, and ongoing upgrades while ensuring that college technology needs are met for both students and personnel.

A lifetime of between five and seven years is typical for most workstations. However, instructional workstations in areas using very high-end systems are replaced every two or three years, budgets permitting, to accommodate new software application demands. These high-end systems may still be used for several more years for less sophisticated applications. Thus, computers are refurbished and reassigned to users with more basic needs in a process of “cascading,” which has proven to be effective. Information Technology is careful to maintain standard minimum specifications for workstations used at the College so that cascaded systems do not remain in service too long, thus achieving a balance between the cost savings associated with cascading and the added costs of repairs and other support for outdated systems.

The College also supports a rapidly growing number of smart-enabled classrooms and smart carts containing computers and data projectors, which also need to be upgraded and/or replaced at regular intervals. The smart-enabled classrooms (which include Internet connectivity, a computer, a projector and other peripherals installed on a semi-permanent instructor lectern) have greatly enhanced instructional programs. However, ensuring the long-term maintenance required by this new technology places additional demands on the College.

Technology Assets and Support Services Management

A current and comprehensive inventory of technology assets provides the foundation for technology planning. All major technology assets are categorized and recorded in the College’s warehouse inventory system. As equipment is deployed, it is entered into the College’s technology helpdesk support system. The latter assists in the management of hardware and software deployments as well as user repair requests. It also provides valuable information on currently deployed assets critical to the technology planning process.

Evaluation—IIIC.1(c)

Security Management

The College has adequate security measures in place to protect against unauthorized access to its servers, networking hardware, and other devices. For example, the current firewall effectively detects and blocks unauthorized access attempts from the Internet. The implementation of the single sign-on environment provided by the Lightweight Directory Access Protocol compliant directory structure has been highly successful and is constantly being expanded. In early 2009, new functionality which allows faculty and staff to access class rosters via their standard

username and password was added to the College's enterprise system. While progress has been made, there are still some individual department database servers that need to be migrated before the College has a truly universal single sign-on environment.

Overall, users are satisfied with the McAfee antivirus solution implemented at the College. However, automatic updating of the virus signature databases during the user login process sometimes results in a significant delay before a workstation becomes usable. The Information Technology Department is researching a solution to this problem.

By early 2006, an increasing number of computers were being paralyzed and parasitized by spyware and adware, which resulted in a marked increase in service call requests to remove malicious software. Subsequently, two primary defensive measures were implemented by Information Technology:

- Malware management tools were purchased from McAfee in March of 2006 to reduce malware attacks. The tools consist of a hardware device that intercepts suspicious Internet traffic, software that protects the College on an overall network-wide basis, along with software that resides on each individual workstation. Unfortunately, for technical reasons, the desktop malware solution has yet to be implemented. The Information Technology Department is researching a solution to this problem.
- Previously, college users who had undertaken training to become "power users" were assigned permissions that authorized them to install hardware and software products on their computers. However, that same authorization (and the lack of a viable desktop malware solution) made the same users vulnerable to attacks by malware. To counteract this vulnerability, "power user" privileges were eventually revoked from almost all college users.

While both of these steps have resulted in a significant drop in spyware and adware infections, Information Technology staff are now required to install nearly all new hardware (even printers) and software (including updates) on workstations. Once a viable desktop malware solution is identified, the College will investigate ways of relaxing permissions so that users will be able to install authorized hardware and software while at the same time being provided with adequate protection against malware. This will have the added benefit of freeing up valuable Information Technology resources.

By Fall 2004, the College was contending with a growing burden of spam email that increasingly impacted employee productivity. The Network Services Department extensively researched and implemented a SonicWall spam filtering system to intercept undesirable email. Typically, the system checks an average of 64 million emails every year, filtering out roughly 60 million messages that are considered spurious. (More than 93 percent of all email sent to the College's email addresses is unsolicited.) One disadvantage of the spam solution currently in place is that the spam mailbox is not integrated into the email client so that users are required to transfer to a separate website to release desired email. If an equally effective solution that includes this functionality is encountered in the future, it will be considered.

The current password security protocols, which prevent hackers from obtaining passwords via brute force (dictionary attack) methods, have been largely effective; however, following the successful “phishing” attack during Summer 2009, users are being re-educated about the importance of keeping passwords secure by not writing them down or divulging them through unsolicited email.

In response to a series of recent incidents related to student password security, the College has changed its password management protocols for students. Along with providing them unified access to various technology assets, students may conveniently change or recover their own passwords.

The College is satisfied overall with its current network management implementation. However, although prohibited by the College Computer Use Policy,^{xvi} it is still possible for unauthorized computers (e.g., personal laptops) to be connected via an Ethernet cable to the college network and to access the Internet. Although they are unable to connect to college servers, these devices pose a significant threat, and the College is formulating measures to address this problem.

Data/Systems Backup and Recovery

The College has developed and implemented procedures to ensure that data backups are made in a timely and secure manner and is satisfied with the data/systems backup system currently in place. Indeed, backup procedures have remained essentially the same since 2004 with the exception of equipment, number of servers being backed up, and amount of data stored.

In April 2007, the Information Technology Department expanded and enhanced the disk and tape storage capacity and an updated backup tape device. The new centralized storage unit increased disk capacity from 1.5 terabytes to 30 terabytes, opening numerous possibilities for offering expanded services to the college community.

Currently backup tapes are stored securely at an offsite location. However, in addition to basic backup protection, the College is also developing an emergency continuity plan, a term used by industry to define the documents, instructions, and procedures needed to ensure continued access to mission-critical technology resources in the event of a catastrophic failure, such as the total loss of the main data center. This would be achieved by arranging for a complete image of all necessary network resources to be immediately available at a remote data center should the need arise.

Network/System Performance and Capacity Planning

Overall, the College ensures that performance and capacity of the network are monitored and that system performance keeps pace with growing user requirements. Network availability is rarely interrupted and routine upgrades are performed at times of the year and times of the day which impact the fewest number of network users. Effective procedures are also in place to regularly re-evaluate system resource capacity needs.

The College's enterprise system, ISIS, is functioning effectively and new software versions that increase performance and reliability along with enhanced functionality are implemented when available. Overall, offering self-service to students, faculty, and staff has eliminated much of the need to enter data manually. Indeed, the ability to share information among administrative staff, faculty, and counselors directly supports the College's mission of student success.

Similarly, as technology demands have increased, the demand for bandwidth has also grown and the College has implemented continual improvements to meet that growing demand. Starting out in the 1990s with a single T1 line, the College soon expanded to two T1 lines, which had a total throughput of three megabits per second. Soon thereafter funding from the Telecommunication and Technology Infrastructure Program allowed for the addition of a third T1 line. Several years ago, the College's demand outgrew the 4.5 megabit bandwidth. One line was expanded into two separate lines, inbound and outbound. The inbound line has a throughput of 30 megabits per second and handles Internet data transfers initiated from outside of the college firewall while the outbound line handles data transfers initiated from within the college firewall and offers a 45 megabit capacity. In Fall 2008, a one-gigabit connection that works in conjunction with the existing lines in a load-balanced relationship was installed. Before the gigabit line was installed, bandwidth was often measured at 98 percent of capacity. As a result of this new installation, utilization has now maintained at around 25 percent.

Demand for wireless connectivity has also exploded with the proliferation of laptop and netbook computers. The College initially planned to provide secure and reliable wireless access as part of the deployment of the City of Santa Monica's citywide public WiFi network. However, it soon became apparent that the City's plan could not accommodate the demand of so many college users.

Consequently, the College implemented an independent plan to deploy wireless access directly to strategic points throughout the College. The initial deployment targeted areas where students tend to congregate in non-classroom settings, including the Library, Cayton Center and Clock Tower area. Based on the success of these initial deployments, wireless access has since been expanded to cover areas in the Business building, Drescher Hall, the Science building, Humanities and Social Science buildings (North and South), the Letters and Science building, the Main Stage, the cafeteria, the Performing Arts Center (formerly known as the Madison Campus), the Bundy site, the Academy of Entertainment and Technology, and the main campus quad area. In addition, Network Services will continue to coordinate with Facilities Planning to ensure that wireless access is included in all new construction projects.

As wireless network coverage continues to expand, so do the challenges of administration and support. To address these challenges, the College has purchased and is now migrating to new wireless controllers that will provide easier administration, rapid and consistent deployment of additional access points, and a more robust user experience. Once this migration has been completed, further deployment of access points will resume and additional coverage will be extended to other areas such as lecture halls and conference rooms, with the ultimate goal of providing ubiquitous access across all college sites.

Desktop Software Management

The College has employed an effective method for maintaining and upgrading collegewide software, mainly relying on categorical funding from the state such as the Instructional Equipment Block Grant to fund these upgrades; however, the financial resources generally used to maintain and upgrade software licenses continue to shrink. The College will have to develop a long-range plan for supporting software maintenance and upgrades without, or at best with greatly reduced, state funds.

The Microsoft System Management Server technology used to centrally distribute software across the network and monitor software license compliance is efficient and effective and the process in place to install operating systems and software environments from standardized images across the network is satisfactory. Plans are being developed to create a single, centralized image repository on a file server that will keep versions of each image for change management, documentation, and other administration purposes.

Upgrading and Replacement of Workstations and Peripherals

The system of cascading, which reassigns workstations that are no longer useful for high-end users to other users whose needs are less demanding, continues to be implemented although the process is not as effective as it once was due to the demands of increasingly complex software. And while the practice of cascading has maximized the use of equipment and results in significant cost savings, workstations must be consistently upgraded on a standardized basis so that the number of older machines simultaneously in need of upgrading is minimized. However, unpredictable levels of technology funding from year to year render this problematic.

In times of fiscal constraint, the College is able to extend the useful lives of workstations by several years by the use of random access memory and hard drive upgrades, an inexpensive and effective way of boosting the performance of older machines. In addition, the College is planning to pilot a thin client program that will use inexpensive diskless consoles that run software directly off of a network server. If successful, this approach promises to revolutionize the distribution of information across the College at a fraction of the cost of current stand-alone workstations.

The maintenance of hardware and software is an area of growing concern at the College. The College has designed its new buildings to incorporate technology. As these buildings have become operational, maintaining the burgeoning investments in technology has become a formidable task. The College prides itself on the breadth and depth of the technological resources afforded its students and personnel, but at the same time, these resources place an enormous burden on the College's limited and shrinking financial resources.

Plan—IIIC.1(c)

- The College will evaluate and implement an effective network solution to prevent unauthorized computers from accessing the College's network.

- The College will evaluate and implement a feasible security solution to more efficiently support user software and hardware installation needs.
- The College will evaluate and implement a more effective desktop anti-malware solution.
- The College will implement the emergency continuity plan once it is finalized.
- The College will evaluate the plan for upgrading/replacing workstations and other technology and evaluate alternatives to the current plan.

IIIC.1(d) The distribution and utilization of technology resources support the development, maintenance and enhancement of its programs and services.

Description—IIIC.1(d)

The College is committed to equitable distribution of technology resources to meet the needs of academic and administrative departments and all community members: students, faculty, and staff, including individuals with disabilities.

This distribution of resources is overseen by the DPAC Technology Planning Subcommittee^{xvii} which in turn receives recommendations from the Academic Senate Joint Information Services Committee^{xviii} after it reviews and evaluates academic departmental requests. The Information Services Committee also coordinates its resource allocation plans with the Career Technical Education Committee, which is responsible for allocating Vocational and Technical Education Act funds to career technical education programs, many of which have overlapping requests in the area of information technology. Coordination among the Information Services and Career Technical Education committees helps ensure that the equipment and software requested are compatible with the College's infrastructure. These funding recommendations are then incorporated into the annual updates to the *Master Plan for Technology*.^{xix}

Funding for technology is provided through a combination of the College's general and categorical resources. The College's general funds provide Information Technology staff compensation, supplies, maintenance contracts and occasional equipment purchases. Most equipment and software are purchased with various categorical funds, in accordance with the guidelines for the appropriate use of each funding source. For a complete description of this process and a list of major technology initiatives, see Standard IIIC.2.

Official guidelines for appropriate use of technology resources are provided through the College's Administrative Regulations (ARs). The College developed AR 2515, Computer and Network Use Policy, for college employees, and AR 4435, Responsible Use of Computer Resources Policy for students.^{xx,xxi} In addition, the faculty contract includes a computer use policy (Article 27, Computer and Network) which addresses the use of college computing facilities which are under the direction of the College.^{xxii} These guidelines are intended to maintain the security of the network concurrently with users' privacy rights and their reasonable access to available resources. The Technology Planning Subcommittee is currently revising a

draft Information Security Policy as a guideline to promote awareness of information privacy issues. The formal establishment of policies to guide users on effective use of technology resources is essential for a secured and efficient resource sharing environment.^{xxiii}

The College is committed to fulfilling its legal and ethical obligation to provide equal access to electronic and information technology to all students and employees, including those with disabilities. Consistent with this commitment, the College integrates into its annual updates to the *Master Plan for Technology* universal access goals based upon current accessibility standards (the 1998 revision to Section 508 of the 1973 Rehabilitation Act and California Assembly Bill 105) for both hardware and software, including web-based information. Balancing the importance of compliance with accessibility standards with the fiscal constraints that preclude hiring a full-time coordinator, the Information Services Committee formed a subcommittee to address accessibility issues, which resulted in the establishment of administrative regulations for enforcing and evaluating compliance along with accessibility guidelines for college computerized classrooms and labs.^{xxiv, xxv}

The College's planning process has resulted in widespread use of technology across all disciplines, student services areas and geographic locations. Computers are located in all departmental offices, most faculty and staff offices, all administrative offices, more than fifty student computer labs and classrooms, a faculty/staff computer lab and all smart-enabled classrooms.^{xxvi} The College provides external 24/7 support for distance education users through its course management system provider, eCollege, and in-house support for traditional, onground courses using an online tool for supplementary materials, eCompanion. Distance education enrollment services are fully integrated into the system as part of the College's commitment to ensure equitable access to technology for online learners.

The College continues to plan for growth while maintaining a reliable and secure infrastructure. A recent expansion in technology resources has included the provisioning of a tenfold increase in Internet bandwidth and the utilization of a new centralized data storage area network.

A student self-service system has been implemented to provide a secure class enrollment environment. Contracts with well-established online payment processing partners ensure that transactions are secure and meet industry standards while offsite storage of backups ensures the integrity of critical data.^{xxvii, xxviii} Additionally, the College's online portal to the enterprise system was deployed giving faculty and staff secure access to relevant institutional information. College computers are configured to ensure stability and security via automated patching and anti-virus protection updates.

Evaluation—IIIC.1(d)

The College's commitment to the effective use of technology, along with its comprehensive centralized planning process, ensures its technology resources are equitably distributed to all users. The technology implementation team works closely with users to ensure that technology resources keep pace with the College's current and future needs.

Student learning is supported through the equitable distribution of technology resources ensured by the work of the Technology Planning Subcommittee, a process enhanced by its consideration of recommendations from the Academic Senate Joint Information Services Committee. The funding process ensures that representatives from the college community have input affecting the outcome of this distribution.

This process has led to improvements in all aspects of technology services and ensures the distribution of resources focuses on meeting the needs at the district, college, and program/department level. At the district level, the process has produced a network computer use information security policy and procedure. At the college level, the *Master Plan for Technology* defines the College's technology infrastructure, as well as its server, workstation, and classroom technology hardware/software upgrade and replacement plan. At the program/departmental level, the process has recognized the need for specialized technology requirements such as Adobe software, assistive technology, and other instructionally-based teaching/learning tools.

The technology planning process ensures the use of available funding is optimized so that the distribution of equipment and software is equitable (see Standard IIIC.2 for more details). The use of technology to remotely install software updates on workstations further allows the College to maintain computer currency and security.

The current contract with the College's course management provider, eCollege, ensures the availability of a robust course management system for the next year. The Academic Senate Joint Distance Education Committee recently evaluated the possibility of switching platforms but after surveying faculty who teach online, exploring alternative options, and weighing the cost of possibly switching platforms, the committee voted unanimously to stay with eCollege.

A key component of technology planning is the recognition and inclusion of the total cost of ownership of new technologies in all stages of planning and implementation. To accurately project the impact of additional or new technology, planning must address, over and above the initial cost of any equipment or software, the costs associated with changes to physical space, additional network infrastructure, expansion of software license and additional staff to support new or additional technology along with the related maintenance and repair.

Plan—IIIC.1(d)

- 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.2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Description—IIIC.2

The processes by which technology services are developed—from the initial idea to the deployment of the end solution—are designed to ensure that technology resources are distributed systematically and equitably among members of the college community and that technical solutions effectively meet the needs of users. Before any new technology services are implemented, they are proposed and evaluated via the technology planning process.

The College’s technology planning, evaluation and reporting process has improved as a result of the reorganization of institutional planning at the College, implemented after the last accreditation visit. Technology resource planning is currently integrated into the College’s central planning process in which DPAC and the DPAC Technology Planning Subcommittee review and recommend changes to the *Master Plan for Technology*.

The DPAC Technology Planning Subcommittee:

- makes recommendations on technology planning matters to DPAC;
- develops the annual update to the *Master Plan for Technology* for submission to DPAC;
- reviews technology planning issues with respect to the College’s budget, human resources, facilities, student services, and instruction programs;
- focuses on technology integration and communication with other college planning areas;
- recommends collegewide technology solutions and provides ongoing support for the maintenance of the *Master Plan for Technology*; and

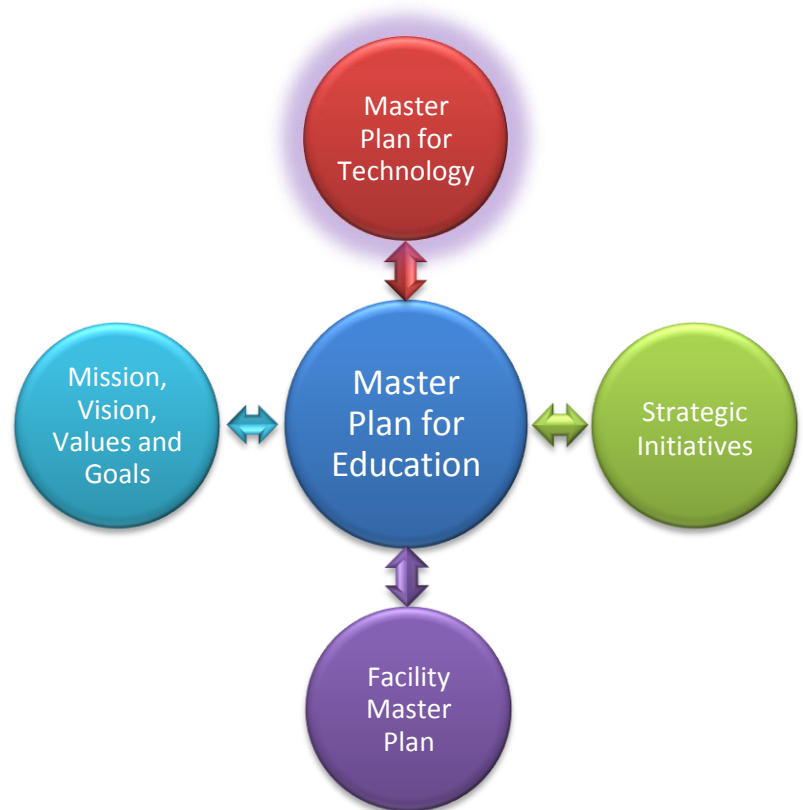


Figure IIIC-4: The Intersection of Santa Monica College’s Planning Documents

- supports institutional goals by ensuring its objectives contribute to the achievement of the College's Institutional Learning Outcomes.

The *Master Plan for Technology* annual updates continue to serve as the document in which technology objectives are articulated, reviewed, implemented, and measured. In coordination with the annual updates to the *Master Plan for Education* and the collegewide planning process, there is a deliberate and substantive dialogue within the college community about methods to most effectively support student learning through improvements to teaching and administrative practices. Integrating technology into this planning process not only ensures decisions and objectives meet various institutional needs but also provides opportunities for reviewing other resource areas since the implementation of technology typically requires physical, human and/or financial support. The centralized planning approach therefore provides opportunities for collaboration and the integration of all applicable resource needs.

The annual technology planning process is initiated prior to each fall semester and continues on through the year. Before the semester begins, members of the college community, including administrators, faculty, classified staff, and student representatives, are consulted to identify potential members for the Academic Senate Joint Information Services Committee and the DPAC Technology Planning Subcommittee. The Information Technology Department, the Media Center, the Library, and other technology service support departments are also represented in these planning committees. The Information Services Committee focuses on academic technology initiatives while the Technology Planning Subcommittee evaluates proposals submitted by the Information Services Committee, by members of the college community, or through other collegewide technology-related initiatives. DPAC ultimately evaluates and integrates technology initiatives with other college resources, including those from Human Resources, Facilities, and Fiscal Services.

In the fall semester, these planning committees begin evaluating the status of all technology objectives that were initiated during the previous academic year, and they make recommendations for future needs based on implementation experiences and results. A tracking mechanism records the status of annual technology procurements. Also, an annual technology objective document is used to evaluate the implementation status of every technology objective. The feedback from all committee members is then formulated into agenda items for discussion and evaluation so that future technology implementation initiatives can be initiated. At the same time, all collegewide software renewals, equipment replacement, and infrastructure expansion needs are identified and summarized for final evaluation during the spring semester.

Program review is integrated with this technology planning process. During the self-study process, each department is required to address how technology is used to support its program outcomes and identify outstanding or future needs. The Academic Senate Joint Program Review Committee aggregates the departmental technology needs of the various programs in its annual summary, which is forwarded to DPAC for consideration.

At the end of the fall semester, a technology request solicitation letter is sent to department chairs or technology coordinators asking them to identify and request resources for fulfillment of

their technology needs. Announcements are also sent to all full-time faculty members allowing them to request workstation upgrades.

By mid-spring, the evaluation of annual objectives in the *Technology Master Plan* is merged with the departmental and individual technology requests and identified collegewide technology needs. Since funding resources are usually insufficient to fulfill all requests, the planning committees must evaluate and prioritize requests to develop technology planning objectives for the following year. The guidelines used for prioritization are to:

- renew critical collegewide software licenses required for basic college operations;
- evaluate status of student workstations and make recommendations for needed upgrades or replacements;
- evaluate requirements for upgrading and maintaining existing smart-enabled classrooms, including replacement projectors and bulbs;
- ensure that critical assistive technology needs are met, as required by law;
- evaluate mission-critical projects required to maintain the college technology infrastructure (e.g., software/hardware used for security and power protection);
- evaluate and recommend new network services technologies that have the potential to improve the effective use of technology collegewide (e.g., expansion of wireless networks and improved server technology);
- evaluate critical departmental software and hardware requests necessary for the delivery of instruction;
- evaluate faculty computer replacement requests to ensure workstations meet current curriculum requirements;
- reserve funding for the purchase of new computers for new full-time faculty;
- evaluate department technology requests for new hardware and software in support of future needs; and
- evaluate other *ad hoc* technology requests.

The Information Services Committee works in conjunction with other major technology initiatives and funding sources such as the Vocational and Technical Education Act (Title IIIC, Perkins) funding, emerging career technical education programs, the Basic Skills Initiative, and other private technology grants to identify additional funding support.

Once approved, a typical technical solution proceeds in several stages: meeting with end-users to determine their needs and establish the scope of the project; soliciting vendor presentations and

proposals; evaluating outsourced versus in-house options; and, if an in-house solution is selected, collaborating among technical staff and end-users to ensure the final product will match users' expectations. When outsourcing, the process expands to include collaboration among the College's technical staff, vendor representatives and end-users to determine how best to integrate vendor-supplied solutions with existing college technology. Either way, users and technical experts engage in detailed discussions throughout the development and implementation process to ensure that both parties understand needs and requirements and that the final product is technically sound, sustainable, and effective.

The College's procurement process ensures that vendor-supplied technologies are appropriate for the needs of users and are compatible yet not redundant with existing systems. Requests for all technology equipment purchases must be approved by Information Technology management prior to being processed by Purchasing. This system ensures that users consult with Information Technology before selecting any commercial products. Should conflicts arise, Information Technology works with the end-user and the manufacturer of the proposed product to identify, clarify, and resolve any potential problems. The Information Technology Department also verifies the feasibility and effectiveness of potential technologies with other colleges and organizations that have deployed them. Whenever possible, in-house Information Technology staff members are trained to ensure implementation is successful.

Evaluation—IIIC-2

To ensure optimal use of limited funding sources, the technology planning committees work closely with academic departments, technology support departments and technology vendors to ensure that needs are met. For example, in many cases, technology objectives can be met by workstation cascading (outlined in Standard IIIC.1(c)), partial workstation upgrades (e.g., addition of memory), and concurrent software licensing. While resource-sharing often achieves a higher return of investment and cost-effectiveness, some of these alternative solutions (e.g., computer cascades/memory upgrades) only defer the eventual need to purchase new equipment and are partially offset by an increase in internal maintenance and support requirements. Alternative models of equipment replacement plans are constantly evaluated to achieve improvement in the overall cost performance.

The result of these various efforts forms the basis for technology funding recommendations and implementation project plans which are consolidated by the Technology Planning Subcommittee into a final planning document, which is then submitted to DPAC. The updates to the *Master Plan for Technology* and objectives are finally evaluated and integrated by DPAC with other resource planning initiatives to ensure the College's resources are allocated and integrated without redundancy or conflict.

While the formal technology planning process ensures an equitable distribution of technology resources, technology procurement and implementation make certain that technical solutions are efficient and effective in meeting the pedagogical, operational, and administrative needs of users. These processes are highly interactive, with technical staff, users, and technology vendors sharing their expertise with one other.

The recommendations accepted by DPAC are ultimately forwarded to the Superintendent/President and the Board of Trustees for final review and approval. This process ensures that the technology needs of the college community are met, thus contributing to institutional effectiveness.

Plan—III.C.2

- The College will evaluate the plan for upgrading/replacing workstations and other technology and evaluate alternatives to the current plan.

Selected Standard IIIC References

- ⁱ Academic Senate Joint Information Services Committee Technology Funding Criteria: http://www.smc.edu/Projects/37/Information_Services/Documents/ISC_funding_criteria.pdf
- ⁱⁱ Office of Institutional Research website: <http://www.smc.edu/apps/comm.asp?Q=187>
- ⁱⁱⁱ iTunes U: <http://www.smc.edu/itunes/>
- ^{iv} Wireless Access Support webpage: <http://www.smc.edu/apps/pub.asp?Q=1431&B=2>
- ^v CNN Video on Nursing Shortage featuring the Santa Monica College Nursing Skills Lab: <http://www.smc.edu/missedinformation/youtube/default.htm> (scroll down to see the nursing story)
- ^{vi} Photography Department Facilities Description: <http://www.smc.edu/photo/facilities.html>
- ^{vii} Academic Senate Joint Information Services Committee Technology Funding Criteria: http://www.smc.edu/Projects/37/Information_Services/Documents/ISC_funding_criteria.pdf
- ^{viii} *Master Plan for Technology* <http://www.smc.edu/apps/Pub.asp?Q=1097>
- ^{ix} Recommended Technology Products: <http://www.smc.edu/apps/pubs.asp?Q=2&T=Recommended+IT+Products&P=265>
- ^x Academic Senate Joint Distance Education Committee website, Best Practices links: <http://www.smc.edu/apps/pub.asp?Q=664&B=1>
- ^{xi} ElementK online technology training site: www.elementk.com
- ^{xii} All-Access Online Library: www.totaltraining.com
- ^{xiii} California Community College's @ONE Project: www.cccone.org
- ^{xiv} Safari Technical Library: <http://proquest.safaribooksonline.com/>
- ^{xv} Project ASSIST website: www.assist.org
- ^{xvi} College Computer Use Policy: <http://www.smc.edu/apps/pub.asp?Q=740#policy>
- ^{xvii} DPAC Technology Planning Subcommittee, see <http://www.smc.edu/apps/Pub.asp?Q=1110>
- ^{xviii} Academic Senate Joint Information Services Committee: <http://www.smc.edu/apps/pub.asp?Q=849>
- ^{xix} *Master Plan for Technology*: <http://www.smc.edu/apps/Pub.asp?Q=1097>
- ^{xx} *Computer and Network Use Policy* under Administrative Regulation 2515: <http://www.smc.edu/projects/31/AR2000.pdf>

^{xxi} *Responsible Use of Computer Resources Policy* under Administrative Regulation 4435:
<http://www.smc.edu/projects/31/AR4000.pdf>

^{xxii} Faculty Contract, Article 27, Computer and Network: <http://www.smcfa.org/index.php/contract/13-contract-2007-2010/87-article-27--computer-and-network>

^{xxiii} Draft Information Security Policy:
http://www.smc.edu/policies/PlanningCommittees/DistrictPlanningAndAdvisoryCouncil/minutes_agendas/2006/2006-02-08-Minutes.pdf

^{xxiv} Administrative Regulations for enforcing and evaluating compliance:
http://www.smc.edu/policies/PlanningCommittees/DistrictPlanningAndAdvisoryCouncil/minutes_agendas/2006/2006-02-08-Minutes.pdf

^{xxv} Accessibility guidelines for computerized classrooms and labs:
http://www.smc.edu/projects/37/Information_Services/2007-2008/Documents/Accessible_Lab_Standards.pdf

^{xxvi} Academic Computing Labs: <http://www.smc.edu/acadcomp/labs/default.htm>

^{xxvii} Online Payment Vendor, Tier Electronic Payment Solutions: <http://www.tier.com/oursolutions.cfm>

^{xxviii} Records Management Vendor, Iron Mountain, Inc: <http://www.ironmountain.com/records/rms/>

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Standard IIID: Fiscal Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. A financial resource planning is integrated with institutional planning.

Introduction

The financial situation at Santa Monica College has dramatically improved since the last accreditation visit in 2004. While the College's main planning documents—*Master Plan for Education, Comprehensive Facility Master Plan, and Master Plan for Technology*—continue to form the cornerstones of the planning processes, the District Planning and Advisory Council (DPAC) and its subcommittees now form the central planning structure, replacing the Collegewide Coordinating Council which had ceased functioning effectively at the time of the last visit. With the development of revised Mission, Vision, Values and Goals, Strategic Initiatives, and Institutional Learning Outcomes—all of which clearly articulate the College's values and serve as guiding principles coupled with new leadership committed to transparent and participatory governance—an atmosphere of trust, good will, and collegiality prevails throughout the college community.

This is particularly important as the College grapples with the combined effects of an operational deficit, the national economic downturn and the statewide budget crisis, which have resulted in reduced funding and certain future cutbacks. Even so, open discussion and close collaboration have allowed the College to maintain its renowned programs and student services. Improved accounting practices and the strength of a college community working together allow the College to confront fiscal challenges with optimism and determination and to continue to support the programs and services the students have come to expect. Although the number of course offerings have been reduced for the 2009-2010 academic year and some cutbacks have been necessary, the College continues to forge ahead seeking innovative and efficient solutions that will avoid program discontinuance and resultant low morale.

The Unrestricted General Fund budget of Santa Monica College in 2008-2009 was approximately \$150 million, and the total annual budget exceeded \$350 million, including restricted and bond funds. The California Community College system is primarily dependent upon state funding, which is, in turn, contingent upon the state economy. System funds are allocated to individual districts and colleges by formulas. State funding alone, however, is not sufficient to meet the College's budget. Even in sound budget years, the demand for continuous improvement, innovation and academic excellence exceeds the level of state funding. The College has therefore adopted a process for establishing priorities, beginning with the Board of Trustees setting guiding principles for the College and the deliberative process of the established

participatory governance bodies. In addition, the College actively seeks funding from other sources such as grants.

IIID.1 *The institution relies upon its mission and goals as the foundation for financial planning.*

IIID.1(a) *Financial planning is integrated with and supports all institutional planning.*

Description—IIID.1(a)

Together with its subcommittees, DPAC is central to the planning process and, through the participatory governance process, integrates financial decision making with the mission and goals of the institution. DPAC and its related subcommittees include representatives from the entire college community; the subcommittees include:

- Budget Planning Subcommittee
- Technology Planning Subcommittee
- Facilities Planning Subcommittee
- College (Operational) Services Planning Subcommittee
- Human Resources Planning Subcommittee

Based on recommendations from DPAC, its subcommittees, several Academic Senate joint committees and input from area managers, senior staff meet with the Superintendent/President to develop the annual budget and ensure that the institutional objectives can be accomplished within a balanced budget. Final decisions and accountability rest with the Superintendent/President and the Board of Trustees.

DPAC, as the central planning body, oversees the work of its subcommittees which contribute to documents that outline the planning process and link institutional goals to the college budget. The annual updates to the *Master Plan for Education* serve as the basis for all planning efforts, including financial planning. The *Comprehensive Facility Master Plan* delineates both long- and short-term construction and programming plans. The *Master Plan for Technology*, with its more specific budgetary focus, is also updated annually. As illustrated in the description section of Standard IVA.5, the annual master plan updating process reviews the effectiveness of the previous year's fiscal expenditures on the achievement of the specified objectives.

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 the *Master Plan for Education*, departmental requests, and other approved recommendations. For example, departments utilize the results of their student learning outcomes assessments as well as enrollment history and projections in developing their class schedule requests. While budget requests for ongoing operational needs are not required to re-

demonstrate a specific link to planning documents, 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 outcomes.

The process includes mid-year modifications to the budget. The uncertain state budget is a major factor requiring flexibility throughout the funding cycle. For example, short-term financial planning must be tied to the annual budget but at the same time remain adaptable to changes (including mid-year budget reductions from the state) that may appear at scheduled state funding revisions in February and May. Departments review detailed monthly budget reports, and DPAC, the Budget Planning Subcommittee, the senior administrative staff, and the Board of Trustees review budget reports quarterly or more often as changing budget conditions require.

The College manages a complex budget, of which more than 85 percent of the expenditures are for salaries and benefits, leaving little room for budget adjustments. Much of the remaining budget is tied to fixed costs such as utilities. As a result, the allocation of limited discretionary resources poses significant challenges. Additionally, external challenges such as the recent changes to procedures for accounting for post-retirement benefits made by the Governmental Accounting Standards Board have increased the College's annual costs affecting both current financial statements and the College's long-term financial outlook.

Another primary piece of the long-term budgeting process is facilities planning. Limitations imposed by a densely populated, 38-acre main campus site and five smaller satellite sites have offered challenges for short- and long-term financial planning. For example, the immediate need to provide inter-campus shuttle services and parking for the satellite sites has significant long-term financial implications. Similarly, short- to intermediate-term planning is associated with the *Five Year Construction Plan*, which is revised annually so that the five year period moves forward on a rolling basis. Long-term planning is integral to the *Comprehensive Facility Master Plan*, which is formally updated periodically throughout its ten-year cycle, and the process is rebuilt from a fresh perspective when each new cycle begins. The Facilities Planning Subcommittee reviews and updates both plans, which are ultimately approved by the Board of Trustees.

The *Comprehensive Facility Master Plan* developed in 1998 is reaching the end of its ten-year life cycle and a new plan is being developed to support the College through its next ten years. Detailed in Standard IIIB, the College has accomplished or is implementing most of the modernization and new facility projects included in the 1998 *Comprehensive Facility Master Plan* including construction of the new Student Services building, which was the final project of the plan.

The new *Comprehensive Facility Master Plan* is being developed with the assistance of an outside consulting group and includes input from the college community and the external community that comprises the College's service area. The first collegewide meeting for developing the *Comprehensive Facility Master Plan* for the next ten years was part of the March 19, 2009 Institutional Flex Day. The entire college community, as well as members of the surrounding community, are engaged as the master plan development process unfolds.

Long-term building projects, defined in the original plan, are largely funded by construction bonds, which must be approved by a 55 percent vote of the local community. Over the last several years, the College has passed several bonds that have enabled it to implement many of the replacement and modernization plans recommended in the *Comprehensive Facility Master Plan*:

- In 2002, the College successfully passed Measure U, a \$160 million bond measure. This bond measure supported the Emeritus College site, the Bundy site purchase and renovation, the Theatre Arts renovation, the North Quad Plaza, and several other projects.
- In 2004, Measure S was passed providing an additional \$135 million for facilities improvements. Projects funded with this bond include renovation of the athletic fields which are used jointly by the College and a local middle school, the Performing Arts Center, a childcare center and early childhood education laboratory, a Malibu educational center, and other projects.
- In 2008, voters approved another capital improvement bond, Measure AA, for \$295 million. The projects to be completed with this bond issue include the relocation of the Information Technology Department and data center, renovation of the multipurpose room at the Performing Arts Center, development of a new media and technology complex at the Academy of Entertainment and Technology site, and a career opportunity and advancement center at the Bundy site.

The success of these bond measures is testament to the community's support for the College and their approval of the projects funded under previous bond measures.

Another example of how planning is integrated with financial planning is the Strategic Planning Initiative, begun during Summer 2006 at the direction of the Superintendent/President. The four Strategic Initiatives developed were based on the College's Institutional Learning Outcomes and its master plans and are a nexus between the College's Mission, Vision, Values and Goals and its financial planning processes. The Strategic Initiative development included an iterative process whereby strategies identified by the planning group were vetted by the college community prior to being approved by DPAC, the Superintendent/President, and the Board of Trustees and resulted in a plan to be implemented over several years for achieving those initiatives, one of which is financial stability.

Evaluation—IIID.1(a)

Since the last accreditation visit, the environment in which budget planning and project prioritizing discussions take place has improved dramatically. This is particularly impressive in view of the prolonged period in which the College lacked a permanent chief business officer. The current Vice President, Business and Administration began his tenure with the College in July 2009, filling a position that had been vacated by the former Chief Business Officer, who had assumed the position just six months earlier, in January 2009. Prior to that, the position had been vacant since Fall 2006. During the vacancy, the position was temporarily filled by two interim consultants reporting to the Executive Vice President, who was also responsible during periods without support from the temporary consultants.

Prior to 2004, mutual trust among participatory governance stakeholders was at an all time low, and the accuracy of the financial reports was widely debated. Users' lack of understanding regarding the financial reports and their mistrust of the financial information presented contributed to a weakened link between institutional planning and budget planning. In contrast, by systematically educating budget planning participants, providing understandable documentation and increasing the transparency of accounting processes, the college community now trusts the accuracy and reliability of college financial reports and participates fully in budget planning discussions.

Financial information is now distributed regularly, to administrators responsible for managing their respective budgets and for providing input to the accounting system. The same information is also distributed to collegewide users of financial information. Area managers receive regularly scheduled training in the specific accounting requirements related to the expenditures and revenue streams under their purview, and managers and college leaders receive information according to a published calendar. Financial updates are also presented regularly to the DPAC Budget Planning Subcommittee and to the Board of Trustees.

Over time, the systematic training of DPAC members, the DPAC Budget Planning Subcommittee members, the Board, and other planning bodies has enabled a much broader group of college personnel to understand the format and content of the financial statements presented, thus encouraging wider and more meaningful participation. Examples of resultant contributions and the success of the current process, evidenced throughout the Budget Planning Subcommittee Minutes, are described in Standard IIID.1(d).ⁱ

Documents and procedures that support the clarity and availability of this financial information have been widely released. Fiscal Services has developed a detailed Fiscal Services Accounting Procedures manual, describing both the up-front budgeting process and the approval and review processes for recording material changes. In addition, the Office of Fiscal Services has developed and adheres to accounting procedures that clarify the state *Budget and Accounting Manual*.

The marked growth in trust and collegiality in the financial planning process was possible due to the commitment of collegewide leadership including the Board of Trustees, who take their fiduciary responsibility seriously and who hold ultimate fiscal responsibility for the institution and its support of the College's mission. The Board is apprised of all financial and other planning activities through weekly reports, monthly meetings, individual meetings with the Superintendent/President and senior staff, and other informational and planning meetings. Indeed, the Board's commitment to fiscal conservatism has supported the College's Mission, Vision, Values and Goals by building a reserve that allows the College to make responsible decisions even in periods of statewide budget uncertainty.

Budget planning is linked to the College's mission at several levels. An index of DPAC actions, maintained and presented in each DPAC meeting agenda and summarized in the DPAC Annual Report,ⁱⁱ provides an overview of the actions, many of which are budgetary actions, taken at the highest level of the College's participatory governance processes.

Similarly, the Academic Senate Joint Program Review Committee prepares an annual report summarizing the overarching issues and recommendations for institutional support, which it submits to DPAC and which is available for review and use by other interested parties and senior staff. Program review procedures directly link the Mission, Vision, Values and Goals and Institutional Learning Outcomes to departmental activities and effectiveness. The report synthesizes the information from all of the departmental and service area program review documents and summarizes various needs from the perspective of the College overall.

External funding is another example of the synergy and linkages between planning and the College’s mission and goals. A report summarizing the linkages between the Board’s goals and the external grant funding pursued by the College was presented during the July 2009 Board of Trustees meeting.ⁱⁱⁱ

Overall, the update process for the *Master Plan for Education* (Figure IIID-1) illustrates how all college planning organizations, the master planning documents and the College’s goals and strategic initiatives are linked to the College’s mission and to budget planning. Even in times of financial crisis, stakeholders active in the participatory governance process unite in the face of these challenges to find solutions that allow the College to fulfill its mission and work toward the achievement of its goals.

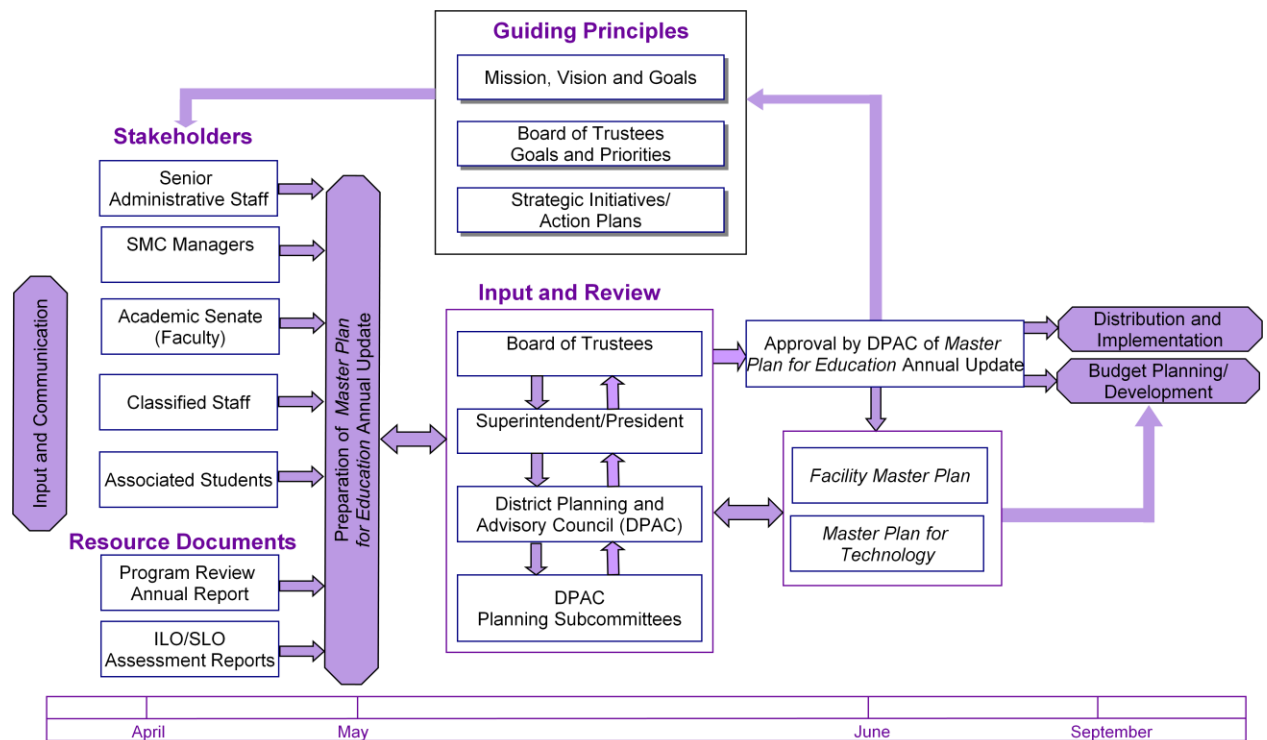


Figure IIID-1: Master Plan for Education Annual Update Process

IIID.1(a)—Plan

None

IIID.1(b) Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Description—IIID.1(b)

The College stays abreast of changes in state funding priorities and factors these and other state guidelines into the budgeting process and in developing the *Five-Year Capital Improvement Plan*, the *Master Plan for Technology*, and the *Comprehensive Facility Master Plan*. Members of the college community engaged in the budget planning process are fully aware of the College's financial situation through their representation on DPAC. DPAC develops the annual updates to the *Master Plan for Education* based on input provided throughout the year, including reports from the five DPAC planning subcommittees (Budget, Facilities, Human Resources, Technology, and College Services), and Academic Senate Joint Program Review, Student and Institutional Learning Outcomes, and Curriculum committees. The reports received from these committees, as well as input from DPAC resource liaisons, enable DPAC to develop annual updates to the *Master Plan for Education* that place emphasis on student learning.

The primary (but unpredictable) source of the College's funding is state apportionment, which is calculated on the basis of the FTES generated by the College's course offerings. The planning and execution of scenarios surrounding this major factor in short- and long-term planning are discussed at length in Standard IIID.1(c). Apart from the attention to the funding stream based on FTES, the College continues to actively seek alternate sources of funding including international and out-of-state student tuition revenue, state and federal grants, Certificates of Participation, general obligation bonds and the formation of Workforce and Economic Development partnerships.

The Board of Trustees, DPAC, senior administrative staff and area managers assume responsibility for supporting student learning and balancing the budget by maximizing revenue sources and monitoring expenditures. A model planning relationship has traditionally existed between the offices of Business and Administration and Academic Affairs with regard to linking the planning of scheduled course offerings to projected funding. Working together, the two offices have been remarkably accurate in projecting the student enrollment that will be produced by careful planning and allocation of class offerings. The Office of Enrollment Development closely monitors student enrollment and coordinates with Student Affairs and Academic Affairs to identify student demand opportunities and patterns to assist in the scheduling of courses throughout the enrollment process. As state revenues declined in the 2008-2009 academic year, careful planning and real-time analysis of enrollments resulted in a "fill rate" of over 91 percent for Spring 2008 and 101.1 percent for Fall 2009, which is only possible with a combination of close administrative monitoring and faculty willingness to add late-arriving students.

Another factor in the improvement of the planning process and the integration of revenue streams and expenditure plans over time is the Strategic Planning Initiative, which includes fiscal stability as one of the action plans. This process, begun under the direction of the Superintendent/President, charged the DPAC with developing and implementing a multi-phase

process to engage the college community in meaningful dialogue over matching institutional visions with action plans. In February 2009, as part of this process and in the face of current and future state budget uncertainty, the Board of Trustees held a day-long study session to brainstorm long-term financial strategies for implementing the College's top priorities and to address the College's structural operating deficit, which poses a threat to the long-term availability of a healthy fund balance that will see the College through times of financial crisis. While such study sessions are open to all members of the college community, the discussion takes place primarily among the Board of Trustees with focused presentations made by specific participants (typically the Superintendent/President or members of the senior administrative staff).

One area of focus for fiscal planning is the enrollment of international and non-resident students. International students comprise the majority of the non-resident student population at the College and represent one of the largest international student populations in the nation. The revenue generated for the College by its international students enhances the College's ability to support its mission and goals. International students pay both a non-resident tuition fee and a capital improvement fee. At almost ten percent of the 2008-2009 general fund unrestricted revenue, international student fees represent a significant, though variable, funding source. Projections of non-resident enrollment are based on a number of factors including current non-resident enrollment and the number of credits remaining for current students to complete their educational goals, the application pattern for the coming year, and changes in immigration law.

External funding also supplements the College's general fund. In recent years, state block grants and categorical funds have enabled the College to implement a number of planning goals in specific areas including several projects described in Standard IIIC (Technology Resources) such as the virtual server infrastructure technology designed to minimize the hardware requirements needed to provide technology resources to college users. These one-time funds are not included in budget planning for current or upcoming years as they are not part of state budget projections. One-time funds and block grants have been a major factor in technology funding over time. This has been a concern among decision-makers in this arena: if these funds are not available (and indeed most have been deleted from the current budget), the College will have to find alternate sources of funding to support technology needs and initiatives. In Spring 2008, prior to the decline in the state economy, the Technology Planning Subcommittee requested that the DPAC Budget Planning Subcommittee add a budget line-item for funding regular operating and scheduled maintenance and replacement technology expenditures. As no revenue stream for funding has been identified for this item, this remains under discussion.

The College has also managed a stunning array of facility improvements, successfully dovetailing state funding cycles, local bond measures, and the physical constraints of construction on a busy and densely populated campus. As mentioned in Standard IIID.1(a), the College has passed a series of capital improvement bonds—totaling \$590 million—that collectively have enabled the College to significantly improve its facilities and plan for future projects.^{iv}

The College has also been proactive in planning for and acquiring external funding through grants and contracts. Grant funding has been pursued to support both existing programs and the development of new programs. For example, Health Sciences obtained a three-year grant to

standardize portions of the nursing curriculum in media-enhanced formats that students could access online. The College's relatively new Logistics program has also obtained grant money to develop new courses designed to enhance students' marketable skills. In 2008-2009, the College received 12 new competitive awards, valued at about \$3.6 million, in addition to \$1.2 million in ongoing funding from multiyear grants. As shown in Figure IIID-2, the College manages approximately \$5 million each year in grant projects funded by local, state and federal agencies (not including categorically-funded programs such as Matriculation, Extended Opportunity Programs and Services or Disabled Students Programs and Services).^v

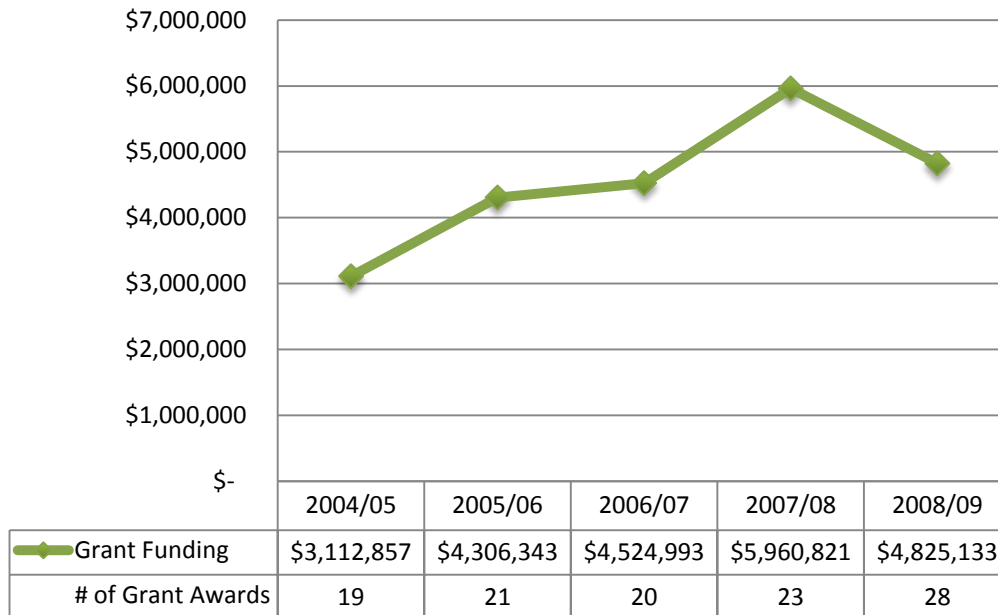


Figure IIID-2: Santa Monica College Grant Awards (2004-2005 through 2008-2009)

Partnerships with external groups and grant funding secured through those partnerships have also been incorporated into the planning processes of the College. The Office of Workforce and Economic Development has made concerted efforts to secure external funding through independent contracts and through partnerships, which have resulted in grants totaling more than \$6 million between 2004 and 2008. One of these was a grant from the federal Small Business Administration for a Small Business Development Center established in partnership with the City of Santa Monica. Several other grants support the development of “green” job training, in direct response to the College’s planning objectives.

Evaluation—IIID.1(b)

Over the past six years, through discipline, foresight and integrated planning processes, the College has developed an array of financial resources and partnerships to augment state funding streams. As a result, the College has amassed a fund balance, as of June 2009, of over \$19 million. However, rising costs in nearly all budgeted areas of campus expenditures have occurred at a time when state cost of living increases and recovery of mandated costs have been

non-existent. Hence, it is possible that the annual operating deficit could eliminate the budgetary cushion in less than three years. Action is therefore required to re-balance the budget and revisit every aspect of college revenue and expenditures to eliminate the structural operating deficit.

Discussions of these serious budgetary challenges take place across the College and at all levels, including academic departments and the Academic Senate, which regularly include budget reports on their respective agendas. In addition, the Vice President, Business and Administration prepares best- and worst-case scenarios, which are discussed at DPAC Budget Planning Subcommittee meetings and Board of Trustees study sessions.

Plan—IIID.1(b)

- The College will develop a plan to reduce the structural operating deficit.
- The College will develop a funding strategy that institutionalizes ongoing funding for technology in a budgetary line-item.

IIID.1(c) When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Description—IIID.1(c)

The *Master Plan for Education* forms the basis for long-range planning and establishing fiscal priorities to achieve plan objectives. Other long-range documents described in Standard IIID.1(a) and (b) further support the long-range planning for financial stability. On the other hand, short-range plans tend to be more responsive to immediate fiscal realities.

Payments of long-term liabilities and obligations are included in both short- and long-range planning, with plans matched to revenue streams wherever appropriate. For example, the long-term debt accrued through a Certificate of Participation to pay for the College's parking structures is predicated on the projected revenue from parking permits. Similarly, the Certificate of Participation issued for the purchase of the Academy of Entertainment and Technology satellite site is being funded by the capital improvement fee collected from international students.

In addition, the College has recognized its obligation to fund the other post employment benefits and has placed \$1.4 million dollars in an irrevocable trust in response the Governmental Accounting Standards Board (GASB) provision (i.e., GASB Statement 45 or, more commonly, GASB 45). The College annually reviews its financial condition at the time of budget adoption and may, upon direction from the Board of Trustees, contribute \$500,000 dollars to the irrevocable trust until the Actuarial Accrued Liability for current employees and retirees is met.

As stated previously, the climate is much improved since the last accreditation with regards to the budget planning process among members of the college community. There have been many open and frank discussions in the Budget Planning Subcommittee over the past few years, often

resulting in changes in procedures or presentation of budget-related information used in the planning phase of the budget development cycle. An illustration of this is the discussion regarding the accuracy in predicting expenditures in the annual budget. Staffing expenditures predictions were routinely overstated because the prevailing practice had been to budget the cost of the vacant position for the entire year, even though positions were often not filled until mid-way through the year or not filled at all. To more accurately reflect the actual expenditures in the adopted budget, the College initiated a “Designated Reserves” category to reflect costs of items that the Board of Trustees had committed to that would occur sometime in the future. Vacant positions, the Global Initiative and GASB 45 funding are examples of items that have appeared in the Designated Reserves on past annual budgets. This category, although only an internal reporting mechanism, continues to be debated in the Budget Planning Subcommittee but is a planning component still used in the budget development cycle.

These planning mechanisms and discussions influence the budget development cycle. During the budget development cycle for each succeeding fiscal year, adjustments based on the current year’s budget take into account: the current year’s estimates for ongoing operations and obligations; the prior year’s actual expenses and revenue; and the future year’s new obligations and revenue projections.

Despite this careful and conservative planning, the College continues to sustain a structural operating deficit but is working to reduce this through limitations on hiring and reductions in discretionary budgets when possible. However, some operational costs continue to impact the budget. For example, state apportionment includes growth revenue for new buildings, which becomes part of the base budget. In theory, the increased maintenance costs of bringing a new building on line are added to and continued in the base budget apportionment. In reality, when the base budget is cut or adjusted after the fact for funding deficits at the state level, funds for maintaining new buildings are also reduced, resulting in expenses the College must include in future budget planning.

Enrollment fluctuations and changes in state funding for enrollment growth also require ongoing adjustments to short- and long-term financial planning. In recent years, the College has modified its approach to enrollment planning in an attempt to recover from the planned enrollment decline in 2003-2004 due to stabilization. For various reasons, enrollment difficulties continued through the 2005-2006 academic year, and the College again found itself having to choose between increasing enrollment by borrowing from the subsequent summers’ enrollment or suffering a decline in apportionment base funding for 2006-2007. The new Superintendent/President, upon his arrival in February 2006, identified enrollment recovery as paramount and asked the senior administrative staff to develop several scenarios based on various enrollment levels and the effect each projection would have on the College’s fiscal health.

After much discussion and debate of the various scenarios, DPAC and its Budget Planning Subcommittee recommended to the Superintendent/President that the College proceed with “borrowing” the number of full-time equivalent student enrollments from Summer 2007 necessary to maintain base funding for 2006-2007, but with the proviso that a plan be developed for reducing summer enrollment borrowing over time. In addition to these fiscal planning efforts, several new recruitment initiatives were expanded or initiated including Fantastic Fridays

(a program of hosted tours and assessment testing for new student applicants from area feeder schools) and the Welcome Center (centralizing services for new students and providing proactive counseling and enrollment support). These enrollment enhancement initiatives involved many faculty, administrators and staff from the entire college community including Counseling, Outreach, Financial Aid, Admissions and Records and Enrollment Management as well as other aspects of college policy and processes (e.g., information on the college website, fee payment policies, dual enrollment policies, faculty awareness, and the myriad ways the College communicates with students).

Enrollment planning was also affected by the College's decision in 2006 to assist a sister institution, Compton Community College, as it awaited a decision on its pending accreditation status. The College was granted the funding of 500 full-time equivalent students in return for assisting a sister college by providing instruction for two Summer 2006 intersessions. This added a new component to the College's ongoing long-term discussions regarding enrollment revenue strategies and spurred the development of several new multi-year enrollment/funding scenarios. These scenarios were discussed openly at all levels of the participatory governance process, particularly within DPAC and its Budget Planning Subcommittee. The College, after an agreement to enter funding stabilization, has since met or exceeded enrollment projections through Fall 2009.

Another important long-term plan, implemented in January 2007, was the administrative reorganization that created a new Vice President, Enrollment Development position to head a new college division charged with centralizing services directly related to new students and the marketing of student programs. The name itself of this new division, Enrollment Development as opposed to Enrollment Recovery, signals the shift in focus from a short- to long-term initiative that will ensure the College's fiscal viability. Two of the division's immediate successes include implementing a new college website design and partnering with the City of Santa Monica and the Santa Monica College Associated Students to provide free bus transportation (the "Any Line, Any Time" program) to the College's staff and students, thus mitigating long-term parking and traffic problems.

Evaluation—IIID.1(c)

As shown in Figure IIID-3, the College's fund balance has increased over the last several years, but continues to vary as fiscal conditions change. In June 2003, the District had a \$1,862,057 fund balance equal to approximately 1.78 percent of expenditures, falling well below the five percent reserve recommended by the California Community Colleges Chancellor's Office. As of June 30, 2009, the fund balance had grown to \$19,408,758 (including designated reserves) or 14.47 percent of expenditures. This increase in the contingency reserve directly impacts the College's ability to adapt to changes in economic conditions and to meet its long-term obligations when faced with short-term financial uncertainties. Due to careful budget planning and fiscal conservatism, the College now maintains a fund balance considerably above the five percent reserve recommended by the state, but must address the structural operating deficit and changes in state funding to ensure that the fund balance remains healthy over time as the College grapples with the prolonged financial crisis.

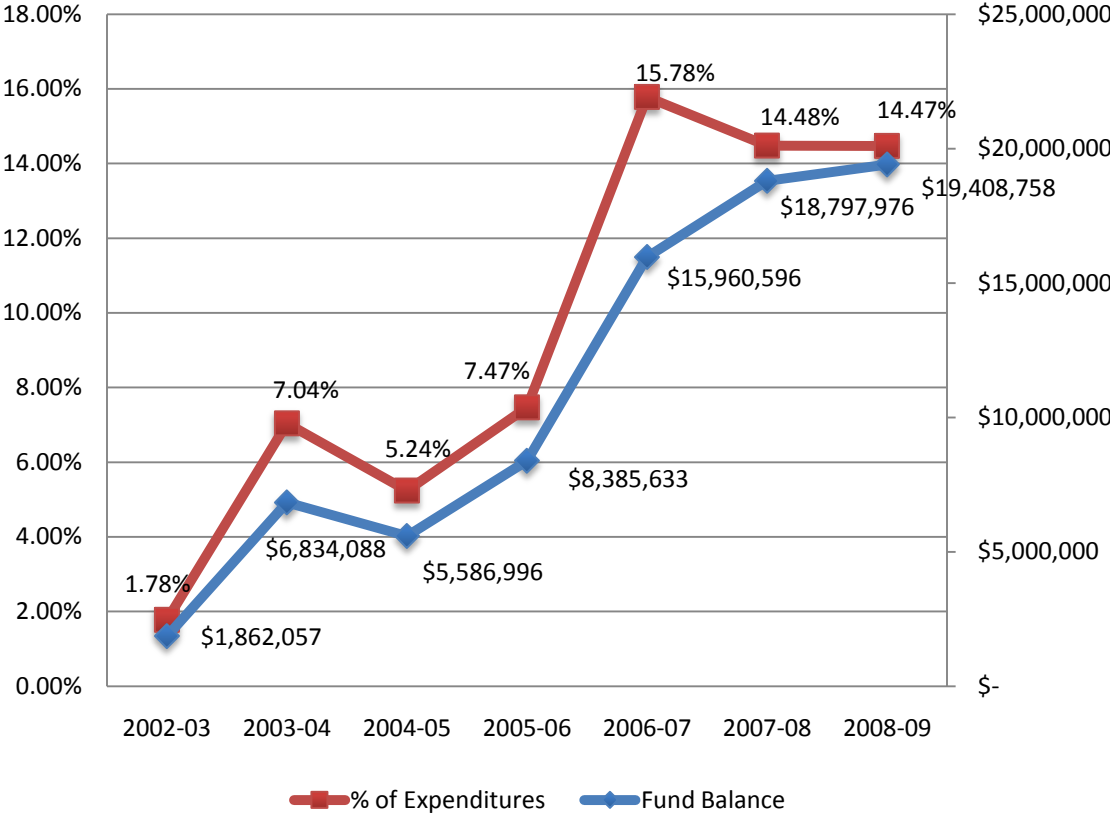


Figure IIID-3: College Fund Balances (Dollar Amount and as a Percentage of Expenditures) 2003-2004 through 2008-2009

In addition, the focus on enrollment growth as an inevitable and necessary part of long-term financial planning now includes open discussion of all possible scenarios that include other funding opportunities as well as current and projected enrollment.

Committing to long-term obligations, after an analysis of all costs and benefits, requires the most current, complete and accurate information. This is particularly important in the area of payroll and related costs, which comprise more than 85 percent of the budget. Unexpected increases in health care benefits and consequences of contractual changes are more easily managed if projections are vetted transparently and cooperatively. Sustainable accounting techniques that include all costs of otherwise intangible items such as accrued vacation time and faculty banked-time can be included as factors in projections of long-term personnel costs.

Plan—IIID.1(c)

- The College will develop a plan to reduce the structural operating deficit.

IIID 1(d) *The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

Description—IIID.1(d)

As documented in the accreditation progress report,^{vi} the mid-term report,^{vii} and in Standard IVA (Decision-Making Roles and Processes), the College has reorganized its participatory governance structure over the last several years beginning with the creation of DPAC and its subcommittees. Meeting twice monthly, the Budget Planning Subcommittee includes leadership from the Classified State Employees Association, the Faculty Association, the Academic Senate, Associated Students, the Management Association, and college administration. Fiscal Services provides the committee with financial updates, budget education, and relevant requested information.

In addition, improvements in the fiscal services area, identified as a priority subsequent to the previous accreditation self-study, have been implemented including the hiring of additional Fiscal Services staff, clarification and documentation of the budget process, and establishment of transparency and trust in reporting fiscal data. Specific changes include:

- new policies, procedures and forms that clarify financial processes;
- timely distribution of budgetary reports to departments to enable effective planning and monitoring throughout the year;
- development and implementation of new policies and procedures that decrease processing time of requests and that improve response time to questions from members of the college community;
- membership and regular participation of the Director, Fiscal Services on the Budget Planning Subcommittee to improve its functionality through direct and timely responses to questions regarding financial data;
- regular distribution of financial reports and budgetary updates to all interested parties through a distribution list and discussion at the Budget Planning Subcommittee;
- creation of scenarios explaining the state funding process as it relates to student enrollment, thus providing the college community with a more complete understanding of funding strategies;
- implementation of a month-end closing of the financial records to improve the accuracy of the data used in financial reports; and
- improvements in the format of budget reports that permit detailed explanations of data.

As mentioned in Standard IIID.1(a), an example of one document delineating the budget process is the Fiscal Services Accounting Procedures.

College committees and departments utilize planning documents such as the annual updates to the *Master Plan for Education* to inform their budgetary recommendations and decisions and to ensure that allocations meet funding guidelines and college goals and objectives. For example, the Academic Senate Joint Career Technical Education Committee plays an active role in the budget recommendation process for the allocation of Vocational and Technical Education Act funds for the following year. Career technical education programs submit plans to the committee, which recommends funding allocations based on the perceived ability of the proposed project to respond to and meet the state-negotiated core indicators.

Departments, programs, and other college groups submit requests for additional financial support in years when the budget includes increased revenues. Requests for increases in discretionary budgets and additional classified staff and management positions are reviewed by senior administrative staff, and available funds are allocated based on priorities established to meet college goals and objectives. The impact on improving student learning, meeting college goals, and responding to externally imposed mandates are the driving forces behind these decisions. These allocations are reviewed annually by the Budget Planning Subcommittee as part of the budget cycle.

In addition to the college community's participation in the budgeting process accomplished through the DPAC Budget Planning Subcommittee, input is also sought from the college community on specific issues. An example of this the College's response to the Governmental Accounting Standards Board (GASB) provision (i.e., GASB Statement 45 or, more commonly, GASB 45) to provide more complete, reliable, and decision-useful financial reporting regarding the costs and financial obligations that governments incur when they provide postemployment benefits other than pensions as part of the compensation for services rendered by their employees.

At the request of the Board of Trustees, DPAC formed the GASB 45 Task Force and charged it with educating the college community on GASB 45; recommending whether to prefund Retiree Health Benefits; and identifying permanent streams of revenue if the Task Force recommended prefunding them. All members of the college community were invited to participate and the Task Force had its first meeting November 9, 2007. Numerous guests were invited to present information to the task force, including representatives from several irrevocable trusts. At its last meeting on January 24, 2008, the GASB 45 Task Force developed a recommendation to be presented to DPAC that the College begin to pre-fund the retiree health benefits obligation for a period of five years with a contribution of \$1.4 million the first year, and annual contributions of \$500,000 for the next four years with a re-evaluation of the retiree liability at the end of the five-year period. DPAC affirmed the recommendation and forwarded to the Superintendent/President who made a formal recommendation to the Board of Trustees. The Board approved the recommendation of the Task Force with minor modifications at its March 10, 2008 meeting.

Evaluation—IIID.1(d)

In February 2007, the DPAC Budget Planning Subcommittee unanimously approved a motion of commendation of the College's Fiscal Services staff for the timeliness, accuracy, clarity, and transparency of the fiscal information provided to the committee during the 2006-2007 fiscal year. In stunning contrast to the sentiments expressed in the 2004 accreditation self-study, this is perhaps the most compelling indication of the considerable efforts devoted to addressing the particular recommendation made by the previous accrediting team.

In addition, Academic Senate joint committees, entrusted with presenting funding recommendations for consideration, now embrace the effective practices regarding published matrices for decision-making and clear delineation of the priorities used in decision-making. For example, the Academic Senate Joint Information Systems Committee posts selection criteria^{viii} for technology requests to their website as does the Sabbaticals and Fellowships Committee for faculty to use when preparing proposals for sabbatical leaves and fellowship projects.^{ix} Calendars of the request-for-funding processes are published in a timely manner allowing departments to adequately gather supporting rationale for their requests and to discuss the requests within their department areas and align them with their department vision and goals for learning outcomes.

Plan—IIID.1(d)

None

IIID.2 To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

IIID.2(a) Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Description—IIID.2(a)

The primary force driving the College budget is the schedule of classes, which is developed in response to student needs, institutional objectives, and projected enrollment. Throughout the budget planning process, funds are first allocated to ongoing expenses, including anticipated increases in those expenses, with any additional funds allocated to support of institutional objectives established through the planning process. These objectives support the College's mission and goals, which focus on improving student learning.

Each year, the College is audited by an independent certified public accounting firm with expertise in governmental accounting, community college accounting practices, and California state law. As part of the review, internal controls over accounting procedures, compliance with applicable accounting standards, recording reliability, and reporting accuracy are tested and evaluated. The designation of a set of financial reports with “no exceptions” or only “minor exceptions” and resulting in an “unqualified opinion” represent the ideal result that organizations strive to achieve. “Unqualified opinion” states that the financial statements are presented fairly and in conformity with Generally Accepted Accounting Principles. The College has achieved these results in the years ending June 30, 2005 through June 30, 2009. In December 2009, the auditors again found all of the College’s programs to be in full compliance and provided an unqualified opinion with no findings.

This excerpt from the 2008 audit report represents the typical conclusion that has appeared in the audit reports for each of these years:

In our opinion, the basic financial statements listed in the aforementioned table of contents present fairly, in all material respects, the financial position of the Santa Monica Community College District as of June 30, 2008, and the results of its operations, changes in net assets and cash flows for the fiscal year then ended in conformity with accounting principles generally accepted in the United States.

If there are ever any major or minor exceptions, these are noted in the “audit findings,” which are then addressed as a high priority by college personnel. These findings and the corrections are subsequently re-evaluated by the auditors and are re-addressed as part of the following year’s audit report.

Each year, the annual audit report is presented to the Board of Trustees at a regularly scheduled public meeting, providing the public the opportunity to comment.

Evaluation—IIID.2(a)

Since the 2004 accreditation cycle, the College has received unqualified opinions from the auditor for its audits based on Generally Accepted Accounting Principles and the standards applicable to financial audits contained in Government Auditing Standards issued by the US Comptroller General.

However, there were a few minor audit findings and minor fiscal adjustments during this period. For example, it was suggested that the process for calculating course materials fees should be improved. Such recommendations are addressed immediately, and actions taken are documented and reviewed at the next audit period.

As noted in the description, the College has received no *major* audit findings or fiscal adjustments for its audits for the years ending June 30, 2005 through June 30, 2009. Given that there had been major audit adjustments and exceptions in audit reports prior to this period, the stellar record over the last several years is indeed a remarkable achievement and is due to the proactive changes made in the Fiscal Services area. The Accounting Department and Fiscal

Services take great pride in maintaining the current high standard each year. The Board of Trustees, in its annual review of the audit report at a regularly scheduled public meeting, acknowledges this achievement and expects the College to maintain this standard.

In addition to the above-mentioned successes, at the conclusion of the 2006-2007 audit, the College received a “low risk” audit status with respect to compliance with accounting standards for federal programs. Furthermore, since 2004-2005, there have been no material compliance issues with respect to compliance with state regulations.

Plan—IIID.2(a)

None

IIID.2(b) Appropriate financial information is provided throughout the institution.

Description—IIID.2(b)

The DPAC Budget Planning Subcommittee receives regular financial reports and updates. This committee serves as the primary conduit for disseminating financial and budget information to the college community. Representatives from the college community serve on the committee and are charged with reporting back to their respective groups. Budget recommendations are forwarded from the Budget Planning Subcommittee to DPAC. If accepted by DPAC, the recommendations are forwarded to the Superintendent/President for consideration. The Superintendent/President’s decision regarding each recommendation is then communicated back to DPAC at a subsequent meeting.

Budgets are assigned to a system of cost centers, generally tied to departments, programs, specific offices, or functions. Each cost center receives a monthly budget report and monitors the expenditures. Vice presidents are also accountable for ensuring that the cost centers within their areas of responsibility remain within budget.

The annual audit and quarterly budget reports are presented to the Board of Trustees in regularly scheduled public sessions. As the body ultimately responsible for the financial position of the College, the Board of Trustees is also given regular updates with regard to any changes to the current budget and the projected impact of legislation, funding agency requirements, and externally driven changes in expenditures.

In addition to the annual audit and quarterly budget reports presented to the Board of Trustees in public sessions, copies of the audit report and any other financial reports requested are sent to the leadership of the Faculty Association, California School Employees Association, Academic Senate, Associated Students and any interested party who makes a request. In compliance with the Brown Act, copies are posted in advance and maintained in the college library archives and on the college website for public access.^x

Evaluation—IIID.2(b)

The College has made great strides in ensuring that members of the college community have access to clear, reliable, timely, and transparent reports in which the college community can have full faith and confidence. The Director, Fiscal Services is a member of the DPAC Budget Planning Subcommittee and makes regular reports to this planning body, answering questions and providing additional information requested by committee members, thus adding to the general trust regarding financial reports and assurance that the fiscal processes are transparent.

Financial information is also distributed regularly, both to administrators responsible for managing their respective budgets and providing input to the accounting system and to collegewide users of financial information. The regular distribution of information greatly assists the administrators, managers, department chairs and faculty leaders in their ongoing financial planning processes.

Plan—IIID.2(b)

None

IIID.2(c) *The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.*

Description—IIID.2(c)

Based on a hitherto predictable cycle of state funding, the College has historically maintained a sufficient cash flow needed to maintain a reserve and meet its obligations. However, cash flow is governed by the revenue source. Typically, once the state budget has been approved by the legislature, apportionment is channeled through the Los Angeles County Office of Education and allocations are received monthly. The bulk of enrollment fees and non-resident tuition is received at the beginning of the fall and spring semesters, and property tax revenue is received throughout the property tax cycle, generally as two large installments and then smaller amounts intermittently. In 2009, however, the state deviated from past practice and announced that it would delay payments by up to six months.

Despite the current uncertainty, and as illustrated in Figure IIID-3, the District's fund balance has increased from a low of less than \$2 million in 2003 to more than \$19 million (or 14.47 percent of expenditures) as of June 30, 2009. This increase in reserves has substantially increased the College's ability to maintain stability in the face of financial uncertainties.

During periods of surplus cash flow, the College receives substantial interest from the County Treasury Pool. If cash flow is tight and funds are needed to meet operational needs, the College has traditionally borrowed funds using Tax and Revenue Anticipation Notes, which must be paid back in April of the fiscal year in which they are borrowed. Fortunately, the flow of apportionment, property tax, and student tuition revenues generally occurs with sufficient time to

meet the payback deadlines. In addition, amounts not in the General Fund may be “borrowed” by way of a short-term inter-fund transfer, with Board of Trustees’ approval, should the need arise. These funds must be repaid in the same fiscal year in which they occur. The Board has pre-approved short-term transfers of up to \$30 million on an as-needed basis. The College only uses Certificates of Participation for the acquisition of assets, not to meet cash flow needs.

The College maintains insurance policies to protect itself from financial loss from liability claims and/or property damage and from internal and/or external circumstances, factors, or parties. Santa Monica College’s risk management is divided into three components: property and liability, worker’s compensation, and preventive safety. The College’s property and liability programs are secured through the Statewide Association of Community Colleges. The primary policies have deductibles of \$25,000 for liability and \$100,000 for property. In addition, the District has secured supplemental coverage of up to \$10 million for liability and replacement cost for property. The Protected Insurance Program for Schools provides workers’ compensation coverage.

The College is a member of the California Community College Risk Management Association; safety concerns are addressed through this organization. The College’s Office of Risk Management is responsible for monitoring and meeting federal and state mandated compliances (e.g., Air Quality Management District and State of California Division of Occupational Safety and Health regulations, hazardous materials and waste treatment, and storm water management), managing environmental reviews, and responding to violation citations. The office is also responsible for processing worker’s compensation claims.

The College weathered funding crises in the early 1990s, and following the program cuts in 2003-2004, has recovered and rebuilt its cash reserves. Nonetheless, it does not operate in a vacuum, nor is it immune to national or statewide economic downturns, and it currently is experiencing an ongoing structural operating deficit. As health care, insurance, energy, personnel, and other costs continue to increase, projected state revenues are expected to decline between 2009 and 2011, creating an economic environment that exacerbates the financial challenges at the College. The fiscal conservatism and substantial fund balance carryover from the 2007-2008 fiscal year have averted an immediate crisis, but budget cuts have been necessary, and a collegewide discussion of budget scenarios in Spring 2009 was held in an attempt to prevent the erosion of the fund balance within three fiscal years, forecast as a result of the structural operating deficit.

Several fiscal initiatives designed to mitigate a crisis were proposed by members of the college community in Spring 2009 and thereafter as new information arose. These initiatives were discussed in the Budget Planning Subcommittee and DPAC and several were recommended to and subsequently approved by the Superintendent/President.^{xi}

Evaluation—IIID.2(c)

Collegewide trust in the financial projections described in the budget scenarios contributes to an overall sense of cautious optimism that the ongoing fiscal challenges will be met successfully. In addition, the large reserve currently held by the College is a mitigating factor. The experience of

rebuilding the reserve over the last five years and the leadership and fiscal discipline that have been practiced by the Board of Trustees should help the College weather difficult economic times ahead without compromising its commitment to its mission and goals.

Plan—IIID.2(c)

- The College will develop a plan to reduce its structural operating deficit.

IIID.2(d) The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Description—IIID.2(d)

Ultimate fiscal responsibility for the College rests with the Board of Trustees, which reviews quarterly budget reports as well as reports on financial aid, auxiliary services, and workforce development efforts. All grants and externally-funded programs and contractual relationships must be accepted and approved by the Board. Creation of budgets for grants and other externally-funded projects, issuance of purchase orders, and payments to contractors and vendors are dependent upon Board approval and evidence that college fiscal procedures have been followed. For example, no invoice is paid without a purchase order or contract as well as certification that the goods or services have been delivered. All of these steps provide checks and balances to ensure appropriate oversight of finances.

Fiscal Services establishes and maintains internal control procedures that support financial integrity and ensure that financial resources are being used for institutional programs and services. A complete audit is conducted annually by an independent certified public accounting firm to verify the integrity of all financial records and internal controls. The annual audit findings are evaluated and addressed in a timely manner, and any necessary changes in internal control procedures are implemented.

In addition, through the review of monthly budget reports, internal self-audits are conducted regularly by Fiscal Services and by other programs and departments within the College. Due to regular drawdown of funds for students, financial aid is subject to ongoing internal review, and all financial aid cash requisitions must be reviewed and approved by Fiscal Services. Grants are audited by the vice president in whose area of responsibility the grant belongs and are also reviewed at the time reports are prepared for submission to the granting agency.

Further financial oversight is provided by the DPAC Budget Planning Subcommittee. The committee reviews quarterly financial reports as well as the annual college budget before it is presented to the Board of Trustees, and the committee makes recommendations based on this information to DPAC, which forwards these recommendations directly to the Superintendent/President for review and response.

The auxiliary operations of the College consist of Auxiliary Services, Special Events, Food and Vending, the Associated Students, the college radio station KCRW, the Santa Monica College Foundation and the Madison Theater Project. Additionally, various departments have established trust accounts in Auxiliary Services, including Financial Aid (i.e., Auxiliary Services processes and accounts for the financial aid checks dispersed to students each semester). Some of these accounts are established to handle revenue-generating activities produced by individual departments such as athletic events and theatrical presentations.

- Auxiliary Services** oversees the campus bookstores, the sale of college parking permits, transportation, the Bursar’s Office (student fee collection), and trust accounts. The campus bookstore is a self-supporting operation. Any profits from the operation are used to enhance the operation (e.g., construction of the main campus bookstore expansion and upgrade of the bookstore’s inventory maintenance system) and to fund programs such as Athletics, Music, Dance and Theatre Arts. Funds generated from parking permits are used to pay off parking structure debt.
- Food and vending operations** are under the purview of the Director of Contract Services. Contracts are awarded following college contractual agreement policies and procedures. Funds generated from these contracts cover capital improvements of the Cayton Center (Student Activities Building), as students are the primary generators of these funds. Food and vending income also supports various campus activities and operations.
- Facilities Rentals** are managed by the Director of Facilities Programming. The rental fees received are re-entered into the College’s general, unrestricted fund.
- KCRW** is a public radio station with a large following of 550,000 listeners weekly and is supported by 55,000 member-subscribers. Operations are entirely supported through fundraising and listener donations, which are held in a trust account in Auxiliary Services.
- Associated Students** receives the revenue generated by the Associated Students membership fee (currently \$19). As shown in Figure IIID-4, each membership is

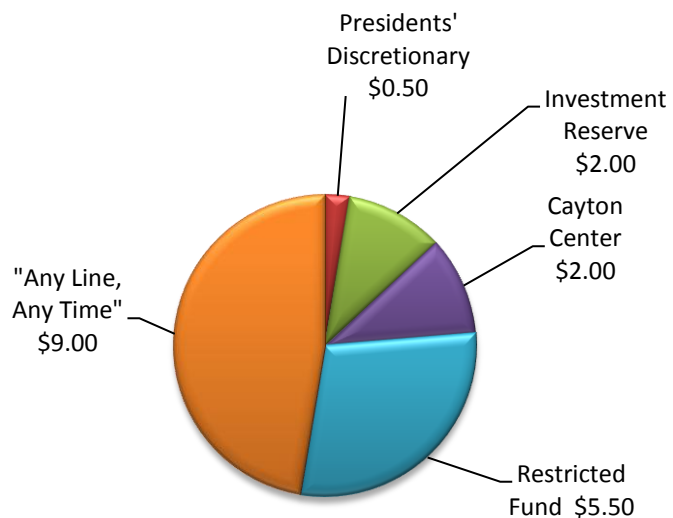


Figure IIID-4: Allocation of Associated Students' Membership Fee

allocated to a variety of funds including the Restricted Fund (used to support student clubs and other projects), the Investment Reserve (used to fund student scholarships), and the “Any Line, Any Time” partnership with the City of Santa Monica that allows fee-paying students free usage of the City’s Big Blue Bus lines.

- **The Financial Aid Office** is a student services office within the Enrollment Development division and is audited annually. While offering other services including counseling and student employment processing, its primary function is to provide financial assistance to students. In recent years (from 2004-2005 through 2007-2008), the College has averaged approximately 10,500 financial aid recipients annually but in recent years, those numbers have climbed dramatically. During this four year span of time, the College has generated over \$73 million in federal and state financial assistance—an average of more than \$18 million per year. During the 2009-2010 school year, the College will generate over \$20 million of assistance to over 14,000 students. More than 5,000 students receive Pell Grants totaling close to \$15 million. The Financial Aid Office is subject to the College’s annual audit as well as periodic audits by the Cal Grant Program and the US Department of Education. Financial Aid is highly regulated by the federal government, and the results of the College’s annual audits are reported back to US Department of Education.

The Santa Monica College Foundation, the KCRW Foundation, and the Madison Theater Project have their own boards of directors and are subject to an annual audit conducted separately from the College’s audit. The Santa Monica College Foundation Board and the Madison Theater Project Board are responsible for overseeing the management of investments and distributing income in accordance with donor wishes. Funds held by the Santa Monica College Foundation generally fall into two categories: restricted or unrestricted.

In addition to being monitored by the College’s Board of Trustees, all capital project bonds must be overseen by a Citizens Oversight Committees to ensure that taxpayer dollars are being spent properly. As described in Standard IIB, the Citizens’ Bond Oversight Committee includes members of the College and the community appointed by the Board of Trustees. According to its bylaws, the Citizens’ Bond Oversight Committee meets four times per year and is responsible for reviewing quarterly expenditure reports produced by the District to ensure that bond proceeds are expended only for the purposes set forth in the ballot measure; no bond proceeds are used for any teacher or administrative salaries or other operating expenses; and bond proceeds are maximized.^{xii} The Committee summarizes its activity in an annual report.^{xiii}

Evaluation—IIID.2(d)

The College demonstrates integrity and the proper use of college funds in all areas as evidenced by the fact that, over the past four years, there has been no major audit issue findings related to financial errors or omissions, and the College is now designated as a “low risk audit” for federal programs.

Minor issues have been discovered that are compliance-related rather than finance-related. For example, midway through the 2007-2008 fiscal year, auditors requested implementation of

stricter procedures to guard against fraud. In response to this request, the College developed Board Policy 6116, Reporting Fraud, Waste, or Abuse, which the Board of Trustees approved in February 2009. In accordance with this policy, the District established an anonymous mechanism for reporting fraud concerns, developed to comply with the recommendations published by the American Institute of Certified Public Accountants regarding anti-fraud programs. This program was officially launched at the beginning of the 2009-2010 fiscal year.^{xiv}

Multiple factors can be attributed to the substantial drop in the number and severity of audit findings over the past few years: Accounting Department staffing has been increased; Fiscal Services has been reorganized to provide a more direct line of communication between accountants and the Director, Fiscal Services; and managers and administrators have placed greater emphasis on financial controls. External regulations, such as the Statement on Auditing Standards 99 and 112, have also revised auditing procedures to be more rigorous. For example, the exit meeting to discuss any findings with the auditors, previously held in private with senior staff, must now include at least one Board of Trustees member, providing another layer of oversight.

In addition, efforts by Fiscal Services to convey and clarify complex budget reports to the Budget Planning Subcommittee have greatly enhanced the transparency of college finances and contributed to a greater sense of trust throughout the college community regarding the utilization of college funds.

Most of the positive changes in the College's accounting practices have been driven by a shifting culture within Fiscal Services and among senior administrators over the past five years. Fiscal transparency, clear communication, and compliance with required checks, controls, and procedures have resulted in greater trust and enhanced collegiality collegewide.

In addition to the official oversight of the bond issues, the passage of the bond measure AA in November 2008, in the midst of an economic down turn, attested to the faith the community has in the financial integrity of the College and its use of taxpayer funds.

Plan—IIID.2(d)

None

IIID.2(e) All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Description—IIID.2(e)

The same financial oversight system described in Standard IIID.2(d), which guards against fraud and ensures fiscal responsibility, also helps to ensure that financial resources are used with integrity in a manner consistent with the goals and mission of the College. Within the college system, every purchase begins with a requisition form that must be approved by ascending levels

of management, including the vice president in charge of the requestor's area or the vice president's official designee. A representative of Fiscal Services must provide a final signature of approval.

While most college employees are expected to be aware of whether a given purchase is in line with the College's mission, values and goals, the vice presidents and Fiscal Services representatives are fully qualified by virtue of training, knowledge, and experience to serve as effective guardians in this regard. In addition, contracts that require an outlay of more than \$50,000 to a single vendor must be presented in detail to the Board of Trustees prior to approval. The Board not only operates according to the College's mission and goals, but also helps create and shape them, and the fiscal approval process is an extension of the College's established values.

Use of auxiliary funds is determined by the department or program raising the funds and is assumed to be consistent with departmental/program goals, which, in turn, have been designed to meet institutional goals.

Funds donated to the Foundation, Madison Theatre Project, or KCRW, whether restricted or unrestricted, support initiatives that are consistent with specific college or program goals. All special funds are audited or reviewed by the funding agency and consistently demonstrate the integrity of financial management practices. These audits and reviews are independent of the annual college audit.

Grants and other requests for external funding are also subject to internal review to ensure they are used to support the College's mission and goals and that the proposed budget is sufficient to meet the plan:

- Primary review and approval is performed by the Director, Grants and by the initiating dean or manager.
- Completed grant proposals are also reviewed by areas potentially impacted (e.g., offices of Human Resources, Planning and Development, Academic Affairs, and Student Affairs).
- Review and approval is also performed by the vice president (or official designee) in charge of the initiating area in consultation with the Superintendent/President.

This tri-level review ensures the integrity of the request, foreknowledge of any financial obligation (such as a match) on the part of the College, and that the commitment of the grant, and therefore the College, is consistent with stated goals. Finally, all funded grants must be approved by the Board of Trustees before they can be received by the College.

Beyond these internal checks and controls, most funding agencies providing grant funding also require evidence demonstrating how proposed projects are aligned with an institution's goals and its mission.

Evaluation—IIID.2(e)

Financial resources, even those outside of district operational revenue, are used to meet college and program goals, which are tied to the College’s mission and goals. While neither auxiliary nor Foundation funds may be used for district operational expenses, they serve to add value to programs and projects for which district funds are not available.

Plan—IIID.2(e)

None

IIID.2(f) Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Description—IIID.2(f)

Contractual agreements are entered into to provide the College with services that support its mission and goals, including construction contracts, consultant contracts, service contracts, and lease purchase agreements. All contracts are thoroughly reviewed by the Director, Purchasing and Contracts before they are signed, and standard terminology protecting the College is included in contractual agreements so that the integrity of the institution is maintained. Added control in maintaining its integrity in district contracts is provided by the fact that few individuals at the College are authorized to sign contracts and those who are valid signatories for contracts have received training in contract administration and management. All contracts require approval by the Board of Trustees and are included in the agenda of its monthly open meetings, thus providing an opportunity for public comment and open discussion by the Board.

California *Education Code* and the College’s Board Policies (BP 6250, Contracts for Materials and Services and BP 6255, Delegation to Enter Into and Amend Contracts) define bidding and expenditure limits of purchasing activities. The conflict-of-interest policy prohibits the purchase of materials or services from any employee or student of the District except under specific conditions. The Purchasing Department is responsible for ensuring that the College obtains the best possible prices while adhering to state regulations. To this end, the College participates in a number of consortia and “piggybacks” on state and county contracts. The Purchasing Department employs both formal and informal bidding processes, depending upon the projected cost of a purchase order and/or if it falls above or below the state-mandated threshold requiring competitive bidding.

Contractual agreements are entered into and monitored following specified processes, including appropriate review, consistent with the mission and goals of the College, and according to sound fiscal policy, and they include a clause allowing cancellation with 30-day notice.

Public project contracts over \$15,000 require either the use of a public government contract or a bid process, with the award going to the qualified lowest bidder. Large equipment purchases and

construction contracts constitute the majority of bids solicited by the College. This affects planning to the extent that extra time must be built into any purchase or project requiring a bid process.

In 2008, the California School Employees Association (CSEA) raised concerns regarding the District's contracting practices. The Board of Trustees established an internal Board Subcommittee which conducted interviews with various staff members during which both the Superintendent/President and Campus Counsel were present. Concerns raised during the interviews included bargaining unit work given to outside contractors; the lack of transparency in the process of issuing purchase orders to outside contractors; the lack of centralized record keeping related to outside contracting; and that purchase orders involving public projects did not comply with the Labor Code requirements on prevailing wages. Following these interviews, the Board Subcommittee prepared a report that summarized its conclusions.

As a result of the Board Subcommittee report, a comprehensive institutional review was undertaken by the Superintendent/President. The Superintendent/President's internal review concluded that new procedures were needed to ensure compliance with the CSEA collective bargaining agreement and legal requirements. These steps were shared with the college community at the May 2009 Board of Trustees meeting. Some of the principal steps taken include:

- The Vice President, Human Resources developed procedures to review all requests for the use of outside contractors. The projects are reviewed to determine whether the work involved constitutes bargaining unit work. The review also ensures that the District can fulfill its notification obligations to the CSEA in a timely manner. Since this process was implemented, disputes with CSEA over outside contracting have been reduced.
- The Vice President, Business Administration developed a purchasing grid that delineates the processes that must be followed for outside contracting.
- The Vice President, Business Administration directed the implementation of a web-based work order system. The web-based work order system should provide a better management tool for costing projects to determine whether they should be competitively bid as public works projects. This will also allow the better planning of projects and better project coordination.
- New procedures have been instituted to ensure that all purchase orders involving public projects comply with the Labor Code requirements on prevailing wages. Campus Counsel drafted appropriate contract language to ensure compliance with prevailing wage requirements set forth in the Labor Code.

In addition to these steps, the Board of Trustees adopted a Board Policy 2115, Institutional Accountability, in June 2009.^{xv}

Evaluation—IIID.2(f)

All contracts are entered into to achieve objectives and acquire services consistent with the College's Mission, Vision, Values and Goals and Institutional Learning Outcomes. A variety of checks and balances are in place to ensure that the funds are allocated in accordance with their intended purposes.

Plan—IIID.2(f)

None

IIID.2(g) The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Description—IIID.2(g)

All areas of the College contribute to the financial management process. Managers are responsible for budgets in their areas and major budget recommendations are vetted through the College's planning structure.

Continuous quality improvement is a priority for the College. To this end, the reorganization of Fiscal Services area has been evolving since 2004, and procedures and processes at every level have been examined, modified, re-evaluated and documented. Training processes within the department have been institutionalized to ensure continuity and consistency in the application of these procedures and processes.

The annual audit is the primary external source for evaluating financial management processes. Feedback and findings from the audit are one source used to improve financial management systems. Other sources include feedback from the program review process and from budget area managers and other members of the college community who rely on budget-related processes and reports.

Once the annual budgets are loaded into the accounting system, monthly budget printouts reflecting the prior month's activity are electronically distributed to each cost location manager for reference and review. The cost location manager reviews the budget and transactions and contacts the Accounting Department with any changes, questions, or corrections, ensuring that the budget and ledger are correct.

The purchasing process is an integral part of the financial management system. When a requisition is received by Purchasing, a requisition number is assigned and a purchase order issued (and assigned a new number). The initiator retains a copy of the requisition and is sent a copy of the purchase order. Most purchases are delivered to Receiving, which certifies receipt of the item(s) and the request initiator approves payment of invoices by Accounts Payable.

The process is still paper-based, but Fiscal Services has been working toward an electronic purchasing process, and online processing of requisitions using the Los Angeles County Office of Education's system is now being beta-tested. Professionals within the Fiscal Service area are already using this tracking system and can more readily respond to managers' requests concerning the progress of a requisitioned item.

Evaluation—IIID.2(g)

Since 2004, the Fiscal Services organization and its systems have been substantially improved as evidenced by commendations from the DPAC Budget Planning Subcommittee and the college community's general satisfaction with the communication from and reports generated by this area. Exemplary audits further attest to the successes of its internal evaluation and continuous improvement processes.

Fiscal Services recently enabled managers to gain online access to view their budgets on a "real time" basis. This access also allows them some visibility into the accounting processes, limited ability to track purchase orders and invoice payments, and enables them to keep track of expenses and budget line items in a more timely manner than the static "month end" report provides.

While there has been improvement in monitoring fiscal workflow processes (i.e., purchasing and accounting) and managing the prodigious amount of paperwork associated with them, the tracking system is still cumbersome and impedes the end-users' ability to monitor their budgets and track expenditures efficiently.

Plan—IIID.2(g)

- The College will fully implement the internal tracking and response system for various fiscal processes to enable requestors to monitor activity.

IIID.3 The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Description—IIID.3

When developing a comprehensive, planned approach to fiscal management, the College considers a wide range of fiscal resources. These resources are assessed based on the College's ability to meet its highest priority needs, which must be justified in light of its Mission, Vision, Values and Goals. The College includes recommendations from DPAC and its Budget Planning Subcommittee and several Academic Senate joint committees in various budgeting activities and processes each academic year.

As outlined in Standard IIID.1(a), several documents are reviewed by DPAC and its subcommittees as part of the financial planning process. In preparing budgets for adoption by

the Board of Trustees, the District Accounting Department creates various models that project revenue, expenses, enrollment, apportionment revenue, and capital outlays. The adopted budget is regularly audited and compared against actual events and periodically adjusted. Financial planning typically begins at the department/program level, where yearly budgets are created and requests for augmentation prepared for review by senior administration. Historically, this bottom-up approach has effectively served the needs and interests of the District.

Under the new governance and planning documents adopted over the last six years, it is the responsibility of the DPAC Budget Planning Subcommittee to assess the effective use of college financial resources as a basis for improvement. In its support of the Budget Planning Subcommittee, the district accounting staff prepare a number of different models that drive the budgeting process. These models are regularly reviewed and refined, increasing the level of confidence in their use.

The measurement tools used by the College have proven effective in evaluating expenditures. The Budget Planning Subcommittee annually reviews its role and makes plans for how it can be more instrumental in overall college financial planning. Since most of the budget goes to employee salaries, benefits, and fixed or mandated costs, there is a limited amount of discretionary funding (about 12 percent of the total college budget) available for ancillary uses such as contracts, consultants, supplies and student workers. The Budget Planning Subcommittee bases its decisions on established priorities as well as analysis of previous effectiveness.

Evaluation—IIID.3

Budget priorities are set based on college goals and objectives, and the College has taken significant steps to link the use of financial resources to college goals and objectives. The entire college community—including students, staff, faculty, and administration—actively participates in the yearly budgeting cycle at many different levels. These long-standing implicit and explicit processes have worked well to ensure meaningful participation and buy-in from the college community.

Retrospective reporting as well as future projections are used to guide the District Planning and Advisory Council, the Budget Planning Subcommittee, various Academic Senate joint committees and a number of other campus planning bodies that recommend the allocation of financial resources.

In the past, accreditation reports have noted that the college community lacked confidence in (or flatly mistrusted) the College's budgeting process. More recently, however, the District has made significant strides to improve its budget process, as evidenced by improved audit reports and increased confidence among the college community.

Plan—IIID.3

- 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.

Selected Standard IIID References

- ⁱ DPAC Budget Planning Subcommittee Minutes: <http://www.smc.edu/apps/Pub.asp?Q=1106>
- ⁱⁱ DPAC 2008-2009 Annual Report:
http://www.smc.edu/projects/31/District_Planning_and_Advisory_Council/2009DPAC/DPAC-2008-09_Annual_Report.pdf
- ⁱⁱⁱ Board of Trustees Minutes for July 2009: Appendix A, Grant Funding Status Report:
http://www.smc.edu/projects/32/Trustees_Meeting_Information/Board_of_Trustees_Meetings/2009/2009-07-07-Minutes.pdf
- ^{iv} Bond-funded Project Status: <http://smcbondprogram.com/>
- ^v Overview of 2008-2009 Grant-Funded Projects (Addendum A in Board of Trustees Meeting, July 7, 2009):
http://www.smc.edu/projects/32/Trustees_Meeting_Information/Board_of_Trustees_Meetings/2009/2009-07-07-Minutes.pdf
- ^{vi} Accreditation Progress Report (March 25, 2005):
http://www.smc.edu/Projects/31/AccreditationProgressReport_Mar-25-2005.pdf
- ^{vii} Accreditation Mid-Term Report (March 22, 2007):
http://www.smc.edu/Projects/31/AccreditationMidtermReport_Mar-22-2007.pdf
- ^{viii} Academic Senate Joint Information Services Committee Criteria for Technology Funding Requests:
http://www.smc.edu/Projects/37/Information_Services/Documents/ISC_funding_criteria.pdf
- ^{ix} Academic Senate Joint Sabbaticals and Fellowships Committee Website:
<http://www.smc.edu/apps/pub.asp?Q=2126&B=1>
- ^x College Audit Reports: <http://www.smc.edu/apps/pub.asp?Q=548>
- ^{xi} Budget Savings Initiatives:
http://www.smc.edu/Projects/31/District_Planning_and_Advisory_Council/2009DPAC/DPAC-2009-06-17-Minutes.pdf
- ^{xii} Citizens' Bond Oversight Committee Bylaws:
http://www.smc.edu/measure_u/oversight/bylawsdoc.html
- ^{xiii} Citizens' Bond Oversight Committee Annual Reports: <http://smcbondprogram.com/category/oversight-committee-details/committee-reports>
- ^{xiv} Fraud Alert Factsheet: http://www.smc.edu/Projects/31/SMC_Fraud_Alert_Fact_Sheet2009.pdf
- ^{xv} Board Policy 2115, Institutional Accountability:
http://www.smc.edu/projects/32/Board_Policy_Manual/BP_2000_General_District.pdf

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Standard IV: Leadership and Governance

IVA Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IVA.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

IVA.2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IVA.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Description—IVA.1, IVA.2 and IVA.3

Planning and policy development occur through the participation of college community members in a number of institutional organizations including the District Planning and Advisory Council and its subcommittees, the Academic Senate joint committees, district committees and *ad hoc* task forces; the College's administrative/departmental structures; and other college organizations including the Associated Students, the Management Association, the Faculty Association and the Classified School Employees Association (CSEA).

District Planning and Advisory Council (DPAC)

At the time of the 2004 accreditation report, the District's primary planning organization was the Collegewide Coordinating Council, which, aided by the Budget Committee and the District

Technology Committee, was responsible for making recommendations regarding planning to the Superintendent/President. Its members acted as representatives for their respective groups, reporting back to them and eliciting their feedback. The Collegewide Coordinating Council reviewed and approved the *Master Plan for Education* annual update and presented recommendations for new faculty positions. The Budget Planning Committee served to explain budget reports and the fiscal state of the College and present the rationale for actions the administration had taken while the District Technology Committee was responsible for updating the *Master Plan for Technology*.

Based on recommendations made in the 2004 accreditation report and the subsequent dissolution of the Collegewide Coordinating Council, college leadership came together in the latter half of 2004 to revise the planning process. The Governance Structure Workgroup was convened to discuss and make recommendations about the formation of a new planning group. In January 2005, this effort resulted in the establishment of a new organization, the District Planning and Advisory Council, to replace the Collegewide Coordinating Council and its subsidiary committees. The organizational structure of the College's planning structure is shown in Figure IVA-1.

Board Policy 2250 declared DPAC to be the body primarily responsible for making recommendations to the Superintendent/President on matters that were not otherwise the primary responsibility of the Academic Senate (Board Policy 2210), Associated Students (Board Policy 2230), or the Management Association (Board Policy 2240).

Board Policy 2250 outlines the parameters for participation in DPAC:

The Board of Trustees establishes the District Planning and Advisory Council. The Board recognizes the Council as the body primarily responsible for making recommendations to the Superintendent/President on matters that are not otherwise the primary responsibility of the Academic Senate (Board Policy 2210), Classified Staff (Board Policy 2220), Associated Students (Board Policy 2230) or the Management Association (Board Policy 2240). Issues include, but are not limited to, District budget, facilities, human resources, instruction, student services and technology planning. Discussion of these issues by the Council will not supplant the collective bargaining process.

The District Planning and Advisory Council shall comprise representatives of the faculty (Academic Senate and Faculty Association), classified staff (CSEA Chapter 36), students (Associated Students) and management (Administration/ Management Association), who shall mutually agree upon the numbers, privileges, and obligations of Council members. The District Planning and Advisory Council shall establish its own procedures in conformity with the law.

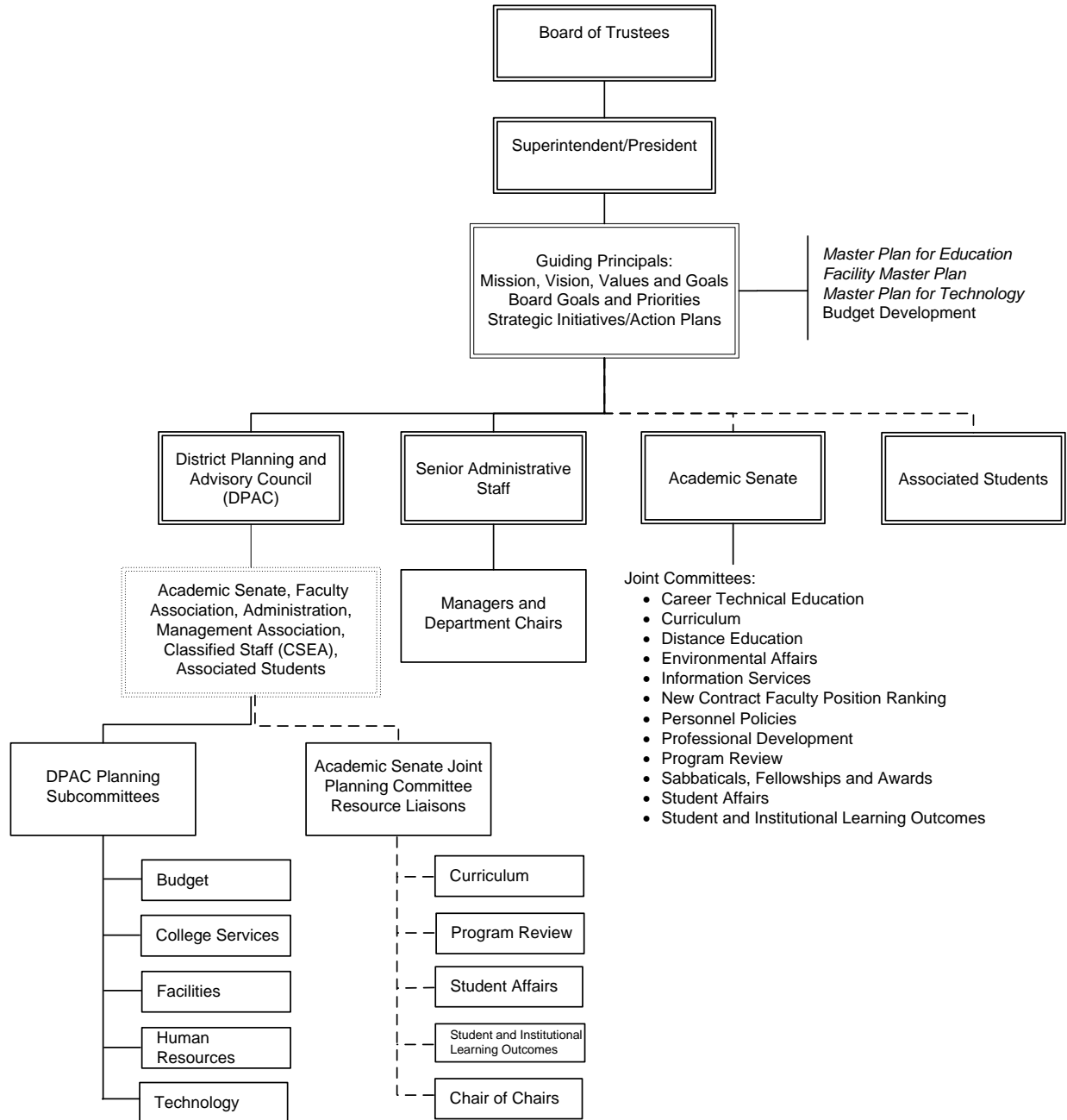


Figure IVA-1: Santa Monica College Planning Structure

Matters for review, discussion and recommendations within DPAC include district budget, facilities, human resources, college services, technology planning, and the College’s responsibilities resulting from the Superintendent/President’s signing of the American College and University Presidents’ Climate Commitment. Membership, voting rights and protocols have been mutually agreed upon and are clearly indicated within the DPAC Agreement on Structure statement (April 21, 2005), thus addressing the previous criticism of the Collegewide

Coordinating Council that, because its membership was not stipulated in policy, it was too fluid, unreliable, and unpredictable. Previously, the college community was largely uncertain that the recommendations of the Collegewide Coordinating Council accurately or adequately reflected the entire college community.

In April 2005, to ensure that the complex issues examined by DPAC would receive the necessary attention by experts from throughout the entire college community, five subcommittees were established: the Budget Planning Subcommittee, the College (Operational) Services Planning Subcommittee, the Facilities Planning Subcommittee, the Human Resources Planning Subcommittee, and the Technology Planning Subcommittee. In Fall 2008, DPAC established the American College and University Presidents' Climate Commitment Task Force to develop the steps the College will take to achieve its climate commitment.

In accordance with the DPAC charter, all five subcommittees and the task force include membership from the administrative, faculty, classified and student ranks.¹ Four Academic Senate joint committees also act as resources liaisons to DPAC: Curriculum, Program Review, Student Affairs and Student and Institutional Learning Outcomes committees. The Chair of the Department Chairs Committee and other department chairs also serve as liaisons to DPAC and its subcommittees.

Academic Senate

Board Policy 2210 recognizes the Academic Senate “as the body which represents the faculty in collegial governance relating to academic and professional matters.” Furthermore, this policy stipulates that the Board of Trustees will “rely primarily” upon the advice and judgment of the Academic Senate regarding faculty roles and involvement in accreditation processes and 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 and district 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). Most also include classified staff representation, and some include student representatives.

- **Academic Senate Joint Career Technical Education Committee:** Membership includes faculty and administrators, and its structure and scope are to act as a liaison between occupational programs, the college community and the business community and to increase levels of student diversity in career technical education programs. Its functions are to advocate for college occupational programs; review labor market trends in workforce needs; conduct, every three years, an environmental scan to identify emerging markets; and make recommendations regarding the development of new programs and the direction of existing programs.
- **Academic Senate Joint Curriculum Committee:** Membership includes faculty and administrators, and its structure and scope are to evaluate proposed courses, changes in courses, proposed programs, and changes in the programs that comprise the College's

credit and noncredit offerings. The committee's responsibilities include compliance with state laws, maintenance of academic integrity, and dissemination and archiving of course and program information. The faculty members are elected by electoral areas according to Administrative Regulation 5110.ⁱⁱ

The Curriculum Committee's functions are to make recommendations to the Academic Senate and the Superintendent/President for action on existing and proposed courses, prerequisites, co-requisites, advisories and programs; encourage and recommend development of new curricula and courses; assist faculty in preparing curriculum proposals to meet Title 5 matriculation mandates and district goals and objectives as stated in the College's Mission, Vision, Values and Goals statements; disseminate curricular information and recommendations to department chairs and the Academic Senate; ensure that the college catalog contains only those courses offered on a regular basis; and perform other duties assigned by the Academic Senate President with the advice and consent of the Academic Senate.

- **Academic Senate Joint Distance Education Committee:** Membership includes faculty and administrators, Its structure and scope are to make recommendations to the Academic Senate and the Superintendent/President regarding policies and plans for all aspects of distance learning; collaborate with all college departments to support distance education students, faculty, and administrators; evaluate and share information in collaboration with the entire college community; and advocate for the present and future needs of distance learning. Its functions are to provide a forum for assessing technical and other evolving issues in distance learning and disseminate information about these issues to the college community; make recommendations to the Academic Senate and the Superintendent/President for the development of administrative regulations and Board of Trustees' policies regarding distance education and online delivery of other instructional material; define procedures to implement existing college policies in the virtual environment; support faculty in development and delivery of online courses by advocating for needed support from the administration and from the distance education provider(s); maintain currency with distance learning services, products, technologies, standards, and techniques; make recommendations and provide information to other faculty leaders regarding distance education matters; define criteria for evaluating platforms; and recruit participation of faculty and others to serve as interested parties on the committee.
- **Academic Senate Joint Environmental Affairs Committee:** Membership includes faculty and administrators, and its structure and scope are to educate the College and the surrounding community on environmental needs and concerns. Its functions are to maintain and expand the Center for Environmental and Urban Studies as a resource for environmental research, information gathering, volunteer work, and education; develop environmentally beneficial relationships with the City of Santa Monica and local environmental agencies, addressing such issues as pollution, transportation, and parking; work with students, faculty and administrators to address environmental concerns

collegewide; sponsor environmentally relevant activities, from clean-ups to education programs; and support the academic program in environmental studies at the College.

- **Academic Senate Joint Information Services Committee:** Membership includes faculty and administrators, and its structure and scope are to examine policies and plans for academic information technology and consider other matters as deemed appropriate by the Academic Senate. Its functions are to advise the academic community on information technology; receive and prioritize academic departmental technology requests and forward its recommendations to the DPAC Technology Planning Subcommittee; make recommendations to the Academic Senate for the development of administrative regulations regarding information technology for academic programs; and make recommendations to the Academic Senate and the Superintendent/President regarding changes to relevant board policies.
- **Academic Senate Joint New Contract Faculty Position Ranking Committee:** Membership includes faculty and administrators. The committee meets annually to prepare a prioritized list of recommended new faculty positions to be submitted to the Superintendent/President. It builds on the previous Collegewide Coordinating Council process when making its recommendations: reviewing department requests, assessments, and justifications in light of budgetary, enrollment, and program review information. The new committee is in the process of refining the new faculty position ranking criteria and has augmented the previous process by providing department chairs with proposal guidelines, which require departments to provide evidence of their engagement in the student learning outcomes and assessments development process and attention to collegewide initiatives.
- **Academic Senate Joint Personnel Policies Committee:** Membership includes faculty and administrators, and its structure and scope are to examine all board policies and administrative regulations regarding personnel. Its functions are to review district policies and administrative regulations on personnel matters; draft new policies and regulations as directed by the Academic Senate; recommend new policies and regulations to the Academic Senate and the Superintendent/President for adoption by the Board of Trustees; and inform the Faculty Association when contract-related policies are under discussion.
- **Academic Senate Joint Professional Development Committee:** Membership includes faculty, staff and administrators, and its structure and scope are to coordinate professional development activities for both faculty and staff. Its functions are to coordinate a collegewide opening day, flex-day activities, and specialized training, using funds provided the College through California Assembly Bill 1725 and monies collectively bargained; support individual faculty and staff professional development activities through direct funding and information on grant opportunities; notify faculty and staff of upcoming conferences, retreats, symposia, and other professional development activities; and encourage collegewide feedback on all committee activities.

- **Academic Senate Joint Program Review Committee:** Membership includes faculty and administrators, and its structure and scope are to review all existing instructional, student services, and support programs to aid in maintaining and enhancing the programs' quality, vitality and responsiveness. Its functions are to recognize strengths and achievements of programs; promote goals and planning of programs; identify the areas in need of support (internal and external); inform the collegewide decision-making process; and influence the development of the *Master Plan for Education*.
- **Academic Senate Joint Sabbaticals, Fellowships and Awards Committee:** Membership includes faculty and administrators, and its structure and scope are to recommend to the Board of Trustees the awarding of leave-time and financial stipends to support individual faculty as they pursue worthwhile professional development activities such as formal study, independent research, creative projects, field studies, or travel related to their profession not otherwise possible through a normal workload assignment. Its functions are to develop and make available a set of formal standards that will be applied in judging applications; establish procedures and timelines governing sabbatical and fellowship applications; publicize the availability of and faculty members' eligibility for sabbaticals and fellowships; provide workshops that clarify the application and evaluation process; and evaluate sabbatical recipients' reports summarizing their experiences and activities while on sabbatical.
- **Academic Senate Joint Student Affairs Committee:** Membership includes faculty and administrators, and its structure and scope are to evaluate all administrative matters concerning student affairs, including but not limited to admissions and records, student progress and graduation, student conduct, student activities, counseling, and financial aid. Its functions are to develop and revise administrative regulations in compliance with Title 5 and the California *Education Code*; review and recommend changes to district board policies concerning student affairs matters; and interface with any Academic Senate committee that addresses student affairs.
- **Academic Senate Joint Student and Institutional Learning Outcomes Committee:** Membership includes faculty and administrators, and its structure and scope are to ensure collegewide collaboration in the ongoing processes of developing, gaining proficiency in, and fully integrating learning outcomes and assessments; facilitate the efforts of various internal college governance structures; and serve as a bridge linking student learning outcomes and institutional learning outcomes to collegewide strategic planning initiatives. Its functions are to promote a collegewide commitment toward student learning and success; encourage and foster dialogue on student learning and success within and among all college units; engage the college community in developing, gaining proficiency in, and fully integrating learning outcomes and assessment; and assist in the preparation of college reports pertaining to learning outcomes.

In addition, the Academic Senate has a number of committees whose charge is purely faculty-oriented and whose membership consists of faculty only. These include the Adjunct Faculty Committee, the Department Chairs Committee, the Elections and Rules Committee, the Senate's

Fiscal Affairs Committee, the Legislative Action Committee, the Professional Ethics and Responsibilities Committee, and the Social Committee.

The Board of Trustees honors the concept of participatory governance in all areas defined by state laws and regulations as policy of the Santa Monica Community College District while retaining its own rights and responsibilities as the ultimate authority. Article 2200 of the Board Policy states that “Santa Monica College is a community composed of students, faculty, staff, administration and the Board of Trustees, who are committed to the implementation of the Participatory Governance Policy (AB 1725).” The Board of Trustees has adopted participatory governance policies developed by the Academic Senate, classified staff, Associated Students and Management Association.

In July 2007, Board Policy 2210 (the Academic Senate) was revised to clearly stipulate the faculty role in formation, procedures and membership for the Academic Senate. The policy indicates areas in which the Academic Senate will be primarily relied upon in academic and professional matters such as grading policies. The formation and selection process for Academic Senate committees is stated in Board Policy 2210.

The College’s administrative structure is described in Standard IVB.2 and illustrated in the organizational charts in the Self-Study Introduction. Within this structure, departmental units play a key role in operational planning. All faculty members belong to academic or student services departments, most of which elect a full-time faculty member to serve as department chair for a four-year term. The Health Sciences Department, Library, Counseling Department and Emeritus College are led by deans or associate deans. The Health Sciences Department and the Library each elect a faculty leader, who performs those leadership functions exclusively within the province of faculty members. The Counseling Department elects a department chair for these purposes. The Emeritus College, a noncredit program designed for older adults, is exclusively composed of part-time faculty members and led by an associate dean.

Individual departments play a major role in the development of schedules of classes and in recommending faculty assignments. 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, Academic Affairs and the Dean, Student Affairs to develop the College’s course schedules.

Since the budget cuts and ensuing reduction in course offerings of 2003-2004, which led to significant decline in enrollment, recovery of the enrollment base has been at the forefront of the College’s schedule planning. In addition, other planning efforts have been undertaken to recover enrollment. In 2007-2008, the Academic Senate created a task force, dedicated to enrollment recovery, which played a key role by eliciting faculty and staff suggestions, and in Spring 2009, the schedule planning and other efforts, accompanied by a downturn in the economy, contributed to the College recovering its enrollment base. Although the course offering and the services that support it represent the College’s largest annual expenditure, they also have the greatest impact on student access and success.

In addition to its policy regarding the Academic Senate, the Board of Trustees has articulated management, classified staff and student participatory governance policies, developed in consultation with the Management Association, CSEA and the Associated Students (Board Policies 2240, 2220 and 2230, respectively). In Spring 2009, several years after the Classified Senate had ceased to function, Board Policy 2220 (regarding the Classified Senate) was revised to establish the classified staff bargaining unit as the body that appoints classified staff representatives to serve on participatory governance committees. The aforementioned board policies define how management, classified staff and students participate in college governance and planning activities. Board Policies 2210 (Academic Senate), 2220 (Classified Staff), 2230 (Associated Students), 2240 (Management Association) and 2250 (DPAC) recognize each of these organizations as the primary voice representing their respective group in participatory governance.

Each college community group elects leaders who participate in college decision-making by advancing proposals on behalf of its organization and/or concerning collegewide matters. For example, in 2006, the Academic Senate led a collegewide discussion on the merits of plus-minus grading and whether the College should implement such a change. Throughout the debate, the administration remained neutral. The subsequent vote of the full faculty indicated that they preferred to retain the current grading system. Subsequently, the Board agreed to establish grading policies as an area of rely-primarily-upon-faculty in terms of the participatory governance areas.

In May 2005, the Academic Senate updated Articles I through VI of its bylaws. In Spring 2006, it revised Appendix A regarding membership, scope and functions of all its committees. For example, a faculty member serves as chair and an administrator serves as vice chair, rather than as chair and secretary which had previously been the case. To ensure greater accountability, the Academic Senate has adopted a tracking method that includes a faculty and administrator signature routing form to document the revision and adoption of all policies and regulations related to academic and professional matters as they are approved by the appropriate Academic Senate joint committee, the body of the Academic Senate, the Superintendent/President, and when appropriate, the Board of Trustees. The mutually-agreed-upon establishment of this transparent process illustrates the current improved culture of participatory governance at the College.

The College has established structures that clearly delineate the leadership of the College overall. Decision-making is based on the values reflected in the College's recently revised Mission, Vision, Values and Goals, to which institutional objectives are tied. These values and the report on progress made toward accomplishing the prior year's objectives inform the *Master Plan for Education* annual update. Some processes for decision-making are formal, such as the curriculum approval process, the approval of administrative regulations through the various Academic Senate joint committees, and the process for recommending new faculty positions through the Academic Senate Joint New Contract Faculty Position Ranking Committee. Other joint committee structures facilitate the integration of efforts of the entire college community, as in the work of the Student and Institutional Learning Outcomes Committee.

Other decisions evolve through informal processes. Academic Senate leaders meet regularly with the District's leadership (as do the leaders of all major college constituent organizations). At these meetings, leaders raise concerns, review, and address college objectives and progress on meeting those objectives, and consider possible responses. There are a variety of structures used by college community groups to explore, develop, and implement plans. The Academic Senate regularly employs the full Academic Senate and its committees, who relay information and initiate discussions within departments. For example, the development of student learning outcomes was supported through an Academic Senate task force composed of representatives from each department. The Student Learning Outcomes Task Force functioned both as a planning body and as a liaison to departments.

Although decision-making is often affected by external circumstances such as the condition of the state budget, the Academic Senate and other college community groups work to ensure that the process is transparent, inclusive, and collegial. The Academic Senate has strived to formalize procedures (e.g., the routing forms for board policy and administrative regulation changes arising from participatory governance committees) and the development of leadership positions and district support for those positions (e.g., Global Citizenship, Interdisciplinary Studies and Basic Skills faculty leader positions). Along with the responsibilities of the faculty leader positions, methods for evaluating their effectiveness and future need were also developed.

The rapid program cuts and layoffs made in response to the budget crisis of 2003-2004 served as a catalyst to the 2008 revision of the College's Program Discontinuance Policy, led by an *ad hoc* subcommittee of the Academic Senate Joint Curriculum Committee. The revised policy (Administrative Regulation 5113), penned at a time when budget cuts were not being considered, established a deliberative and inclusive process that engages faculty, administrators, and the relevant programs from the beginning and throughout the discussion. It also introduced an appeals process to a policy that previously did not have one.

Within the current administrative structure, decision-making outside of DPAC occurs hierarchically through requests flowing from departments and/or programs through deans and managers to the senior administrative staff. As shown in Figure IVA-2, DPAC subcommittees and organizations may also recommend a course of action, through DPAC, to the Superintendent/President. The Superintendent/President responds publicly to DPAC's recommendations by either accepting them, in whole or in part, or rejecting them with explanations that are documented in DPAC's minutes. Ultimate decision-making and implementation authority rests with the Superintendent/President and the Board of Trustees.

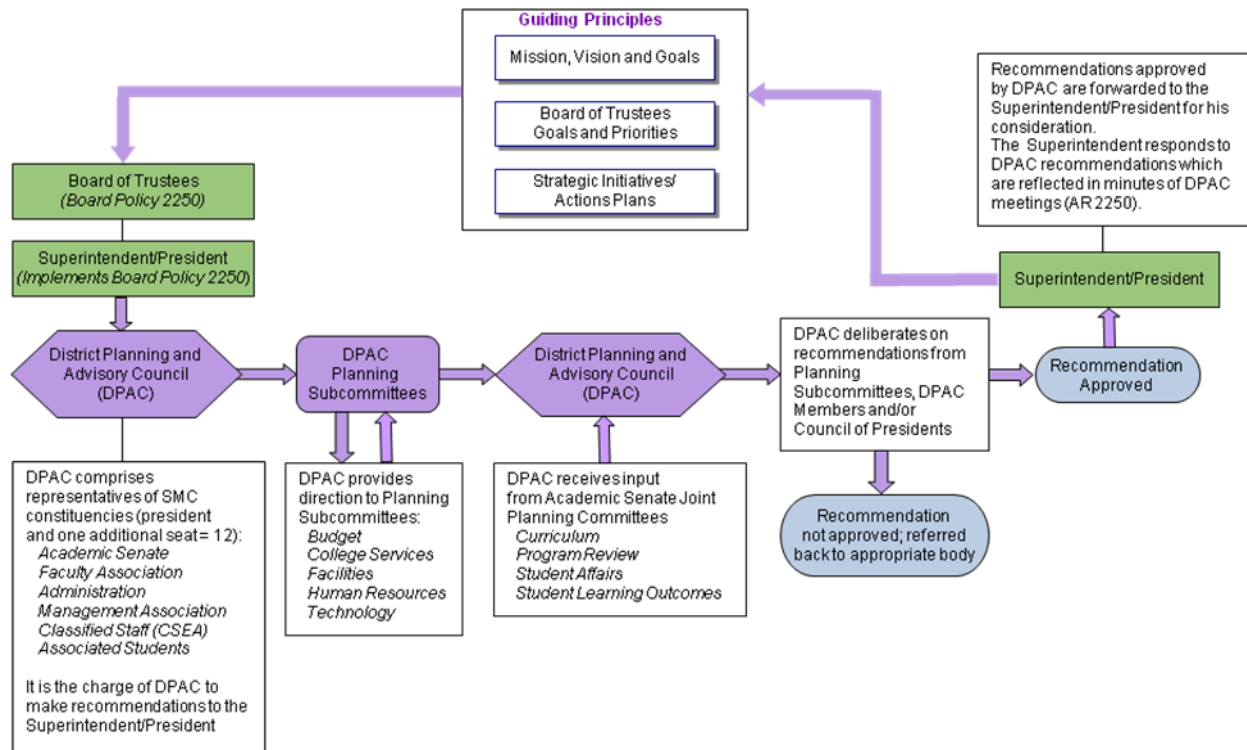


Figure IVA-2: DPAC Planning Process and Flow

The District's planning process relies upon informal and formal structures. *Ad hoc* planning groups such as task forces and workgroups have limited scopes and timeframes. Since the last self-study, several *ad hoc* groups, such as the Basic Skills Initiative Task Force and Global Council have been formed to address specific critical issues. The Basic Skills Initiative Task Force was formed in response to specific funding allocated to all community colleges to provide specialized support and instruction to basic skills students. Initially co-chaired by the Vice President, Academic Affairs and the Chair of the Mathematics Department and later overseen by the Director of Student Success Initiatives, the Basic Skills Committee now includes a new faculty leader position, approved by the District for Fall 2009, who serves as a liaison between the Academic Senate and the Basic Skills Initiative. Faculty members from a variety of disciplines and appointed administrators collaborated to produce an initial assessment of services and instruction provided to basic skills students and created a working Basic Skills Initiative Plan. In addition, the Office of Institutional Research participates on the task force by providing necessary data. Collegewide, faculty members are invited to submit innovative proposals to improve services and instruction for basic skills students. Along with other pertinent information, proposals are posted on the Basic Skills Initiative website.ⁱⁱⁱ

Evaluation—IVA.1, IVA.2 and IVA.3

During the previous accreditation review, this portion of the self-study report was perhaps the most controversial and most passionately discussed by members of the college community. The College had just experienced significant course reductions, painful layoffs and program eliminations that were disputed by many.

In June 2004, the Academic Senate essentially proclaimed a loss of faith in the participatory governance process by unanimously approving a resolution suspending participation of its members in the Collegewide Coordinating Council and its subsidiary groups, the Budget and District Technology Committees.

Following the accreditation team’s visit, faculty leaders, and administrators began the effort to improve the college climate and to boost morale. The Superintendent/President convened a group, consisting of the presidents plus two representatives from each organization, to discuss the issues and recommend a planning structure. This group reached consensus, which resulted in the mutually-agreed-upon establishment in January 2005 of a new collegewide planning body, DPAC, to replace the Collegewide Coordinating Council.

Board Policy 2250, which outlines the parameters for participation in DPAC, is effectively implemented through the bimonthly meetings of voting and advisory members of DPAC and its subcommittees. Although membership and voting on DPAC and its subcommittees was vigorously debated, consensus was arrived at with agreement that each group would be “equally represented.” Presently, representatives from faculty, administration, classified staff, and students serve on DPAC, and each group has two official votes. The equal standing number of votes for each group effectively addresses a previous major concern. The representation on each DPAC planning subcommittee mirrors that of the body of the whole. Each subcommittee provides recommendations regarding its particular areas to the larger DPAC group.

Participation from the larger college community is both welcomed and encouraged. For example, the College regularly uses institutional flex days for a discussion of major college initiatives and issues and to elicit ideas and suggested actions from the college community. In Fall 2005, workshops were held during the Opening Day flex activities to engage the college community in a discussion of its greatest needs. The recommendations resulting from this process were sent directly to the Strategic Planning Task Force and led to several short-term and long-term plans and actions. Workshops held during the Fall 2006 Opening Day flex activity began the process of developing institutional learning outcomes and formed the basis of those eventually adopted by the College.

The participation of student representatives on collegewide committees has increased substantially as a result of extensive recruitment efforts on the part of the Associated Students Board of Directors who also approved a \$200 stipend for the student representatives who serve on these committees. There are currently 23 students participating on DPAC, its subcommittees, and Academic Senate joint committees in addition to students who participate in the Associated Students’ own committee structure, shown in Figure IVA-3.

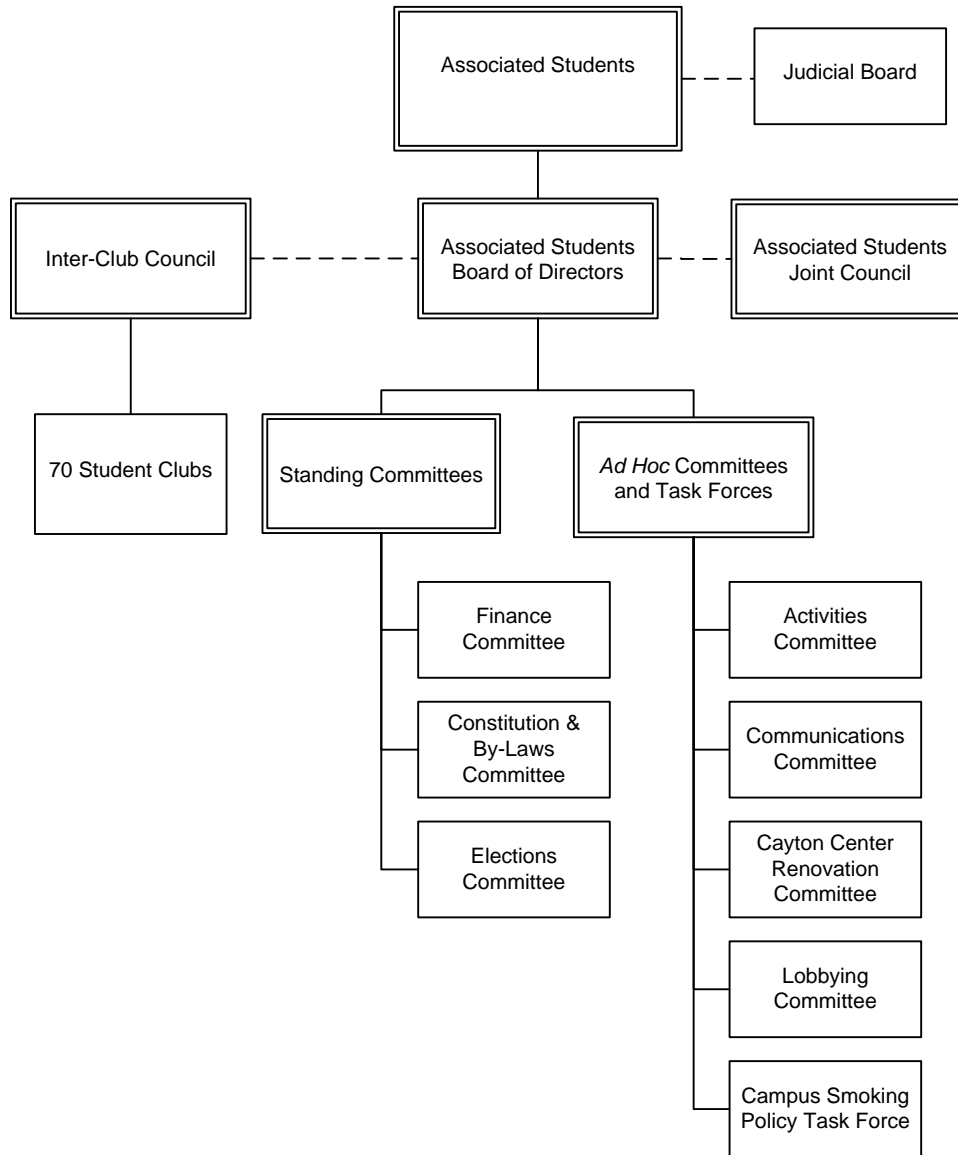


Figure IVA-3: Associated Students Organizational Chart

Recognizing that additional expertise is essential for certain planning processes, DPAC also maintains a list of resource liaisons, which include the co-chairs of each DPAC subcommittee, the chair of the Academic Senate Department Chairs and Coordinators Committee, and the chairs of four academic senate joint committees: Program Review, Curriculum, Student Affairs, Student and Institutional Learning Outcomes. Members from various departments and divisions of the College are also invited to report on topics of relevance at DPAC meetings.

Charter statements for DPAC and each of its subcommittees clearly define and delineate the responsibilities and authorities of each group and are reviewed annually. The most recent charter statement for DPAC, adopted in September 2008 and amended in Fall 2009, achieves the desired goal of articulating the mission, membership, agenda-setting procedure, scope of authority, and

quorum definition of DPAC and the privileges, obligations and voting rights of all DPAC members. In addition, minutes of every meeting that has taken place since the inception of DPAC in 2005 are posted on its webpage. Each year, DPAC provides an annual report that lists its annual membership, the membership of its subcommittees, and summaries of major action items, including recommendations and responses to those recommendations from each meeting.

Since the last accreditation team visit and based on its recommendations, the College has taken decisive steps to address areas of concern regarding the clarification, development and documentation of roles of individuals and the greater college community in collegewide planning. The DPAC charter statement (defining the function and charges of DPAC) is reviewed and refined as necessary in each annual report. In addition, subcommittees may review and submit suggested updates to their mission and goals statements. DPAC and its subcommittees perform an annual evaluation of the previous year's institutional goals and objectives. In addition, DPAC developed and implemented a new template for updates to the *Master Plan for Education* that requires all proposed and adopted objectives be mapped to the College's Institutional Learning Outcomes, reflect findings from the Program Review Committee's annual report, and include budget planning information.

The College demonstrates that it relies on faculty, through the Academic Senate, and academic administrators for recommendations regarding student learning programs and services. A well-defined curriculum approval process at Santa Monica College engages faculty and administrators in developing effective courses and programs that respond to student, community and workforce needs. The procedures of the Curriculum Committee ensure that proposals from faculty are carefully reviewed and submitted to the Academic Senate for consideration, and if approved, sent forward to the Board of Trustees for adoption. (For details, see Standard IIA.1, Description.)

Another example of the faculty and administrative input into the development of programs is the Global Citizenship Initiative. This initiative, which began in June 2007 as a task force responsible to both the Superintendent/President and the Academic Senate, had as its goal "to define global citizenship for Santa Monica College and to recommend strategies to encourage the development of global citizenship in the college community." Four subcommittees of the task force addressed curriculum, international education and commerce, international students, and study abroad programs.

Task force recommendations centered on three areas: providing professional development for faculty; devising techniques for infusing topics related to the College's definition of global citizenship throughout the curriculum; and developing strategies for increasing student awareness and knowledge of global citizenship issues. These general recommendations were accepted by the Academic Senate. The Academic Senate, Interdisciplinary Studies Task Force, and Curriculum Committee used the recommendations to develop a Global Citizenship Associate in Arts degree requirement (discussed in detail in the Standard IIA.1, Description).

The work of the Global Citizenship Task Force was deemed so successful that a more permanent joint venture was established by the Superintendent/President and the Academic Senate. First named the Global Citizenship Work Group, it has become the Global Council and is co-chaired

by a faculty leader and administrator responsible for coordinating the work of the Council with that of relevant Academic Senate joint committees.

In an effort to consolidate resources and update the College's curriculum in areas not traditionally reflected in its existing departmental structure, the Academic Senate and the District formed the Interdisciplinary Studies *Ad Hoc* Committee in 2007. The committee was directed to explore appropriate institutional arrangements that would support the continued development of additional multi- and interdisciplinary studies programs and curricula, which led to the creation of the Interdisciplinary Studies Initiative and a faculty leader position to guide it. Subsequently, two new Associate in Arts degrees—Environment Science and Environment Studies—have been approved by the Curriculum Committee, the Academic Senate, the Board of Trustees and the California Community Colleges Chancellor's Office.

In addition, the Academic Senate and the District have collaborated to create an open structure and transparent process for distributing Vocational and Technical Education Act (VTEA) funds. Previously, the VTEA Committee, an administrative group that invited chosen faculty to participate, assumed this responsibility. The former committee used an effective proposal process that involved set criteria and required career technical education programs to respond to the state-negotiated core indicators. The Academic Senate leadership and administration jointly decided that funding recommendations would be made through the Academic Senate Joint Vocational Education Committee (now named the Career Technical Education Committee). All parties agree that this process for evaluating proposals, distributing funds and monitoring the progress of projects is equally effective (see Standard IIID).

The Strategic Planning Task Force initially created as an *ad hoc* DPAC subcommittee, evaluated college planning processes and developed strategic initiatives consistent with the Mission, Vision, Values and Goals of the College. Throughout 2007-2008, the task force reviewed and revised the Mission, Vision, Values and Goals statements and developed five-year action plans for major college initiatives including Basic Skills, Global Citizenship, Sustainable College and Career Technical Education. These plans addressed the hiring of full-time faculty and permanent staff, training priorities, student support services and fiscal stability. The work of the task force was informed by the concurrent process of establishing student learning outcomes and institutional learning outcomes and was actively supported by the Superintendent/President, who advocates reliance upon the culture and institutional processes of the College as essential to the strategic planning process. The Strategic Planning Task Force, with representation modeled on that of DPAC, further illustrates the engagement of the entire college community in the planning process.

Other factors have also contributed to open and fruitful communication throughout the college community and have significantly raised morale and improved collegiality across the College. These include: appointment of a new Superintendent/President in February 2006; settlement of the CSEA contract in July 2005; settlement of the faculty contract in September 2006; and a genuine spirit of collaboration and collegiality demonstrated by staff, faculty and administrators in developing new initiatives.

For example, in Spring 2006, neighboring Compton Community College, with pending determination of its accreditation status, turned to Santa Monica College for help. The goal of assisting a sister college in need united and energized the College. The then newly-inducted Superintendent/ President asked the Academic Senate and administrators to take the lead in working with the faculty at Compton Community College, and the District worked with Compton College and the California Community Colleges Chancellor's Office to resolve articulation and financial issues.

A major commitment of time and energy was required on the part of Santa Monica College administrators, faculty leaders, department chairs, the Academic Senate Joint Curriculum Committee, and the Academic Senate, who reviewed and approved equivalencies for Compton College's courses to ensure they met Santa Monica College's course standards. In addition, the Compton College offerings were supplemented with a small number of Santa Monica College courses and an array of professional development activities were developed for Compton College faculty. Faculty contractual issues that required agreement of the Faculty Association were resolved, all in time to allow Santa Monica College to support Compton College's students through its summer sessions.

Shortly thereafter, in Fall 2006, the District and the Faculty Association engaged in marathon negotiation sessions, within a previously-defined time period, to achieve settlement of the faculty contract. For these sessions, the District revised the membership of its team to include the Superintendent/President and the Executive Vice President, and the Board of Trustees appointed two of its members to serve as non-participating observers along with two faculty observers. In September 2006, agreement was reached for the 2004-2007 faculty contract, allowing all parties to move forward in a relationship of mutual respect and collegiality established among the college community, the new Superintendent/President and the Board of Trustees.

There are many examples of collaboration among college community groups, illustrated by the many processes that include mutual agreement between faculty and administrators. The Academic Senate President chairs and the Executive Vice President serves as vice chair on the Academic Senate Joint New Contract Faculty Position Ranking Committee, now a mutually agreed upon process, and department chairs or their designees are routinely invited by the Superintendent/President to attend the final interviews for full-time faculty positions. Mutual agreement was met regarding the decision to terminate the Women's College and Environmental College and subsume them under the new Interdisciplinary Studies Initiative. Since the last accreditation report, the Global Citizenship Initiative and Basic Skills Initiative have been formed, co-chaired by faculty and administrators who reach mutual agreement when determining allocation of funds.

Classified staff are as engaged as faculty and administrators in DPAC processes, and they enjoy an increased level of participation and representation over that provided under the Collegewide Coordinating Council. In fact, classified representation on DPAC was updated in April 2009, supported by Board Policy 2220 (Participatory Governance – Classified Staff) and Board Policy 2250 (Distance Planning and Advisory Council). Classified staff have an equal voice at DPAC and its subcommittees.

The Associated Students have also become active members of DPAC and its subcommittees. As an incentive to serve, the Associated Students allocates \$200 to each student appointed to a committee, resulting in active, consistent participation.

Improved planning and governing relations and processes are demonstrated in the DPAC Budget Planning Subcommittee's new budget calendar, developed in Spring 2009, which scheduled a review of budget assumptions—used to develop the tentative budget—prior to the review of the budget by the Budget Planning Subcommittee. This modification to the budget process received praise from all members of the subcommittee, which has unanimously passed both the budget assumptions and budget for 2009-2010. Another demonstration of improved governing relations is the 2007 commendation, unanimously moved by the DPAC Budget Planning Subcommittee, of the College's Fiscal Services staff for the timeliness, accuracy, clarity, and transparency of the fiscal information provided to the subcommittee during the 2006-2007 fiscal year.

Early after the establishment of DPAC, some participants alleged that the group functioned simply as an advisory group, hearing reports rather than integrating them into the planning process. This criticism has since been addressed through a number of steps, some of which have been described (e.g., the development of the *Master Plan for Education Update* template, which integrates learning outcomes, program review recommendations, and budget planning).

In 2008, DPAC revised its charter to include documented responses to its recommendations from the Superintendent/President. The expectation was that DPAC members would receive clear, adequate feedback on specific recommendations that had been made. However, there has been disappointment expressed by some college groups over some of the Superintendent/President's responses and the timing in which the decisions are communicated to the college community.

Overall, however, members from the college community groups are committed to continued improvement of DPAC processes, and they agree that DPAC represents a substantial improvement over the Collegewide Coordinating Council. Each group has equal representation and voting rights, along with advisors who can be present and active in informing the voting members. The development of a central website has increased the ease of access to crucial information.^{iv} In addition, the Office of Institutional Research is evaluating the feasibility of a web-based primary data collection tool to allow faculty and staff to access college data and submit queries for necessary information.

Similarly, the consensus among the college community is that the college climate, communication and professional relationships have dramatically improved since the last accreditation team visit. There exists the perception that the college community is working together to achieve common goals, and there has been marked improvement in the collegiality of planning processes and the timely implementation of results. Better coordination of the objectives that emerge from the various college planning processes such as the Strategic Planning Task Force, *Master Plan for Education*, Academic Senate objectives, and goals of the Board of Trustees will help maintain the culture of trust and collaboration.

While further enhancements to the planning structure will likely be tested by the budgetary crisis currently experienced throughout the state, the improvements in communication and planning made thus far should allow the College to weather difficult times.

Plan—IVA.1, IVA.2 and IVA.3

- 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.

IVA.4 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Description—IVA.4

The College is in full compliance with the standards, policies, guidelines, and public disclosure requirements of the Accrediting Commission. In the preparation of its accreditation self-study, Santa Monica engaged in a two-year process that encouraged participation by members from across the college community. Consequently, the self-study reflects the broad diversity of the College, drawing input from faculty, administrators, staff, and students. The College's Accreditation Steering Committee and its subsidiary standard subcommittees met regularly throughout this period in an effort to depict the institution accurately.

Members of the college community have actively participated in workshops to assist other institutions in the development of their own self-studies. In January 2008 and 2009, several faculty leaders attended the Accreditation Institute of the Academic Senate for the California Community Colleges. College administrators and Academic Senate leaders have also served on several accreditation visiting teams.

The College's mid-term report, submitted March 22, 2007, demonstrates that accreditation recommendations are fully integrated into institutional planning. Each instructional program, student services area, and college support operation addresses these recommendations directly every six years through the program review process. Additionally, the College has complied with Commission requirements to submit a substantive change proposal for its Distance Education program, which was approved in 2009, and a substantive change proposal for temporary authorization to operate the 2006 Compton summer intersession, which was approved June 2006.

The College also complies with the requirements of other external accrediting agencies. For example, the College's Nursing program is accredited through both the Board of Registered Nursing (state approval) and the National League for Nursing. The Board of Registered Nursing

is part of the Department of Consumer Affairs. The program must comply with the regulations pertaining to nursing education. The Board of Registered Nursing self-studies and visits occur every four years. The last visit was June 2006, and an interim visit is scheduled for Spring 2010.

The Nursing program also has national accreditation granted by the National League for Nursing Accrediting Commission, one of the bodies responsible for accrediting nursing programs throughout the United States and the only one that accredits Associate in Arts degree programs. Accreditation by the National League indicates that the program has met or exceeded standards/criteria set by the organization. The last visit was Fall 2006, and the program received accreditation for eight years (the maximum); the next visit is scheduled for Fall 2014.

The preparation of internal and external publications and other informational materials is the responsibility of the Senior Director of Government Relations and Institutional Communications. Through this office, the College communicates regularly and effectively with the public as demonstrated by the fact that three bonds have passed in recent years. The approval percentage of the last bond was higher than the approval percentage of the bond that preceded it: Measure S (a \$135 million bond measure) was approved by 59 percent of the voters in November 2004 and Measure AA (a \$295 million bond measure) was approved by 61 percent of the voters in November 2008. The Marketing Department employs a number of strategies, including multiple direct mail publications and brochures, press releases, community forums, and personal engagement with the community.

In addition to responsibly meeting the requirements of state agencies such as the California Community Colleges Chancellor's Office and the California Post-Secondary Education Commission, the College maintains excellent relations with the US Department of Education and numerous granting agencies. The College currently has several large Department of Education grants. In every year since the last self-study, the College has received at least two or three grants, totaling approximately \$15 million dollars. The grants include: Title III (Strengthening Institutions); Title V (Hispanic Serving Institutions), three of which were awarded to the College in the last ten years, with two ending in 2009 and one ending in 2011; TRIO Student Support Services (which received its third renewal); and TRIO Upward Bound. The College was also recently awarded a \$2.1 million grant under the Asian American and Native American Pacific Islander Serving Institution (AANAPISI) Program.

Evaluation—IVA.4

The College has a long-standing record of compliance with the Accrediting Commission and other external agencies. The College's Progress Report (March 2005) and Midterm Report (March 2007) clearly demonstrate that the recommendations made during the last accreditation review are integrated into the College's institutional planning and evaluation activities. The College is proud of the progress it has made in complying with these recommendations and continues to make progress toward meeting the rubrics defined by the Accreditation Commission.

The many grants (Title III, Title V, TRIO and ANNAPISI) attest to the strength of the relationship between the US Department of Education and the College. The Title V Cooperative

Grant has developed a strong and productive relationship with the federal government and has been externally evaluated three times and earned very high marks each time. The most recent evaluation credited Santa Monica College for being a “model” of how Title V Cooperatives should be conducted.

The College’s Office of Government Relations and Institutional Communications coordinates the content verification and editorial review of information that is provided to the public in the college course catalogs, schedules of classes and events publications. The Senior Director provides final review.

Plan—IVA.4

None

IVA.5 The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement

Description—IVA.5

In response to recommendations made by the accreditation team in 2004, college leaders established the Governance Structure Workgroup to evaluate the need for and effectiveness of the Collegewide Coordinating Council. In 2005, the workgroup developed the DPAC planning model described earlier in this Standard.

Each college group represented on DPAC has an equal number of votes. The Council of Presidents, which includes the presidents from each of the college community groups, regularly meets to set the agenda for each DPAC meeting and ensures equitable input from each group in the decision-making process. Recommendations approved by DPAC are forwarded to the Superintendent/President for consideration. The Superintendent/President responds to DPAC recommendations which is reflected in the minutes of DPAC meetings. The work and outcome produced by DPAC is also driven by the DPAC subcommittees and task forces that focus on the areas of budget, technology, facilities, human resources, college services and the College’s commitment to environmental sustainability. In a review undertaken in 2008-2009, DPAC evaluated its effectiveness, which led to the developments in the document used for mapping governance structures, institutional objectives, budget, program review and learning outcomes.

Critical examination and evaluation of leadership, governance and decision-making structures and processes take place on an ongoing and regular basis. In 2007, the District’s Strategic Planning Initiative resulted in an update of the College’s Mission, Vision, Values and Goals. Leaders from the college community, including administrators, faculty, classified staff and students, guided the initiative through a deliberative and inclusive process. The content of the updates presented to the college community at opening institutional flex day workshops in the 2006-2007.

During one of its semi-annual study sessions, the Board of Trustees updates its own goals and priorities, which are used to help guide DPAC's planning efforts. DPAC uses the Board's goals in the annual updates of the *Master Plan for Education* which establishes broad objectives for the College. The process and form for presentation and approval of these annual updates have undergone a number of revisions since the establishment of DPAC. Implemented in Spring 2009, a new form for presenting potential objectives requires mapping the objectives to the College's Strategic Initiatives, Institutional Learning Outcomes, program review recommendations, and budget planning. DPAC approved an organizational map (Figure IVA-1) of the College's planning structure to facilitate and clarify the development and implementation of yearly objectives in the *Master Plan for Education*. The processes for updating the *Master Plan for Education* are illustrated in Figure IVA-4.

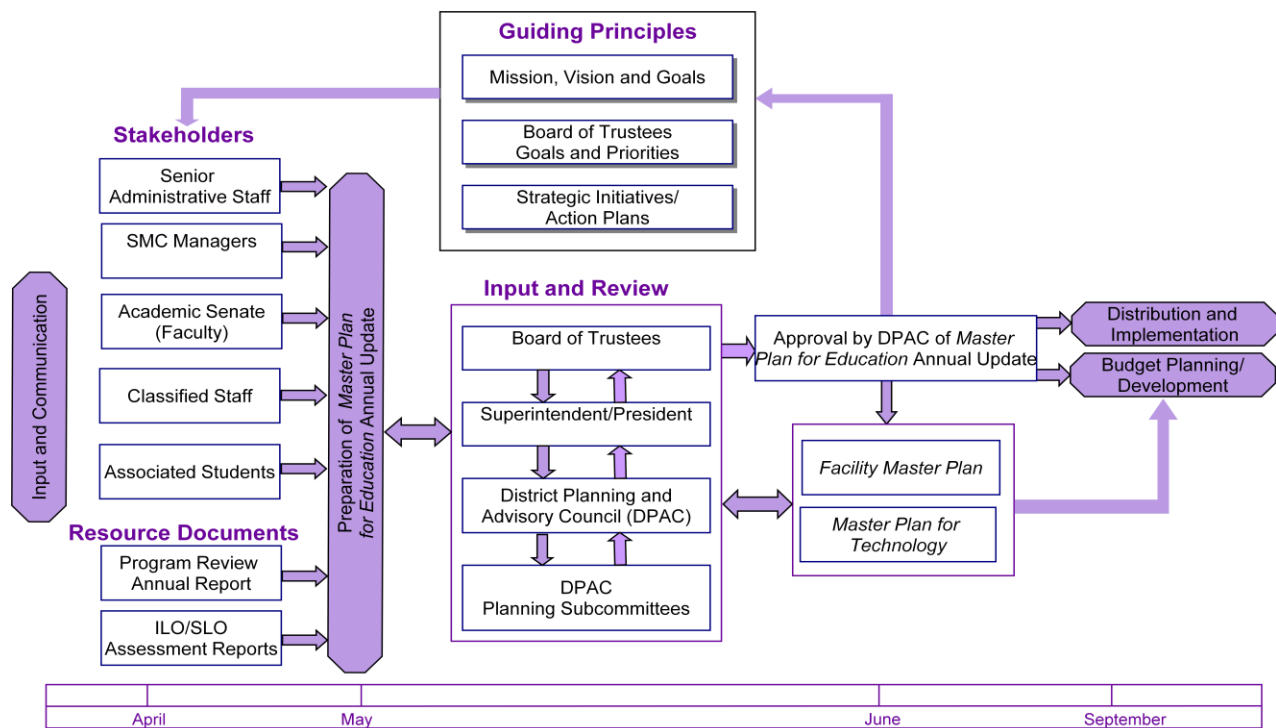


Figure IVA- 4: Master Plan for Education Annual Update Process

Evaluation—IVA.5

While the College clearly engages in review and self-evaluation, it currently has not established universal, objective measures by which to evaluate its effectiveness. This is partially due to DPAC's relative nascence, and it has taken the College time to arrive at the point where discussion of the development of objective measures is possible. In fact, evaluation procedures are now the subject of discussion not only in DPAC but also in the Academic Senate Joint Student and Institutional Learning Outcomes and Program Review committees. Indeed, the

Student and Institutional Learning Outcomes Committee developed a recommendation for all college units to develop sustainable assessment plans that produce measurable outcomes.

Plan—IVA.5

- 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.

Standard IVB: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IVB.1 ***The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.***

IVB.1(a) ***The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.***

IVB.1(b) ***The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.***

IVB.1(c) ***The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.***

Description—IVB.1(a), IVB.1(b) and IVB.1(c)

The Santa Monica College District Board of Trustees is the policy-making body responsible for governing the general operations of the College, hiring and evaluating the Superintendent/President and determining the educational program of the College as dictated by its Mission, Vision, Values and Goals. At regularly-scheduled meetings and in conjunction with the College's administrative review and participatory governance process, the Board of Trustees reviews and/or adopts new and updated policies and procedures. The process for the review and updating of Board Policies and Administration regulations is illustrated in Figure IVB-1).

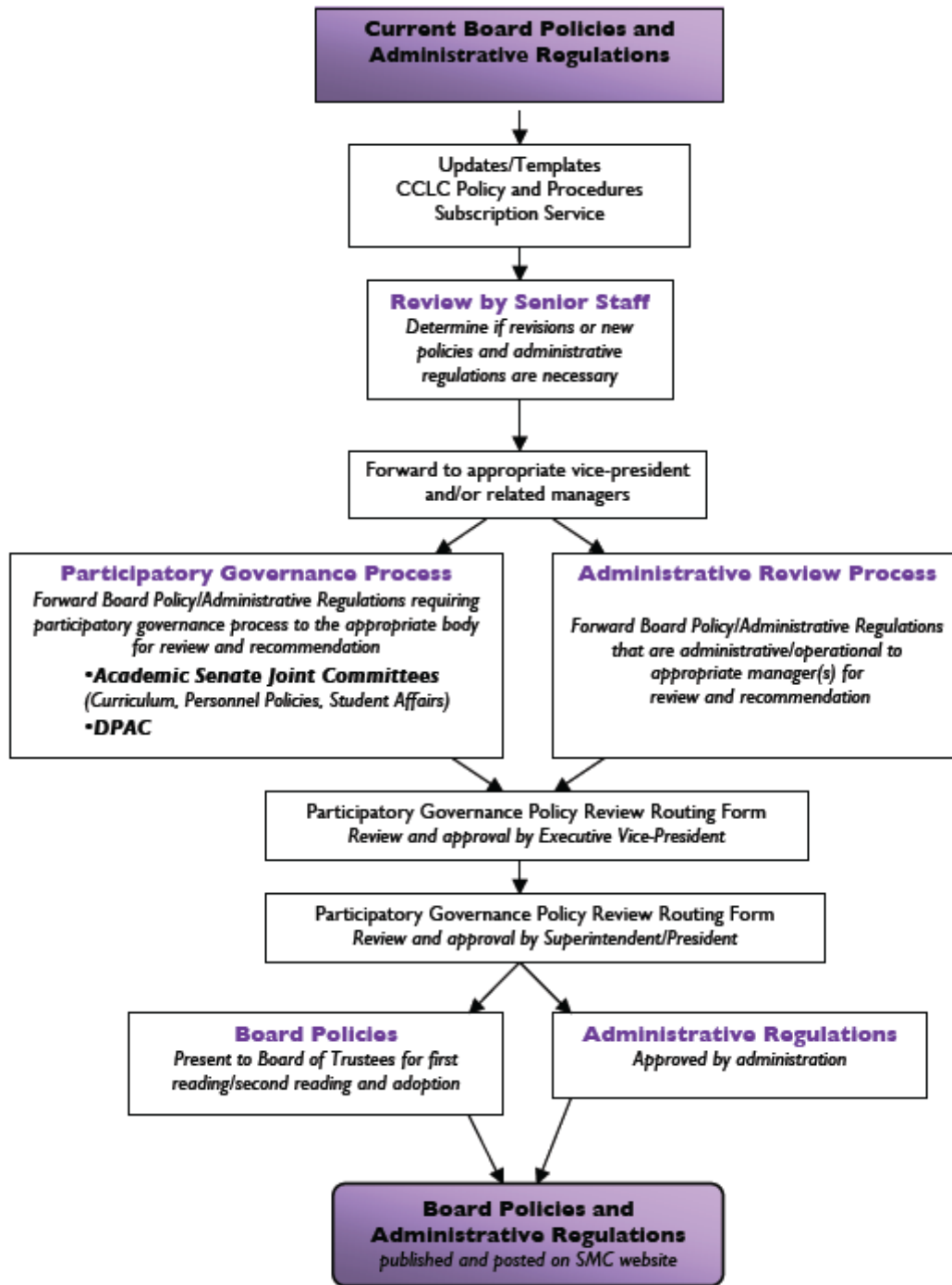


Figure IVB-1: Process Review and Update of Board Policies and Administrative Regulations

Board Policy 1230, Code of Ethics, articulates the principles that guide the Board of Trustees when establishing policies to meet the needs of the college community. Self-evaluation of the

Board of Trustees is outlined in Board Policy 1270, Board Self-Evaluation, while Board Policy 1280, Evaluation of the Superintendent/President, establishes the procedure for evaluating the Superintendent/President. The Board's self-evaluation, held in conjunction with the evaluation of the Superintendent/President during its summer study session, assesses the Board's strengths and weaknesses and its accomplishments relative to the College's Mission, Vision, Values and Goals and the effectiveness of its policies in achieving the District's goals. Based on criteria drawn from the goals and objectives established by the Board of Trustees each year, the board members evaluate the Superintendent/President's performance in the areas of his relationship with the Board of Trustees, institutional leadership and constituency-building.

In compliance with the Brown Act, regular and special board meetings are open to the public and provide for members of the public to address the Board of Trustees. All board actions are taken publicly unless provided otherwise by law. The Board Chair and Vice Chair review the agenda with the Superintendent/President and Executive Vice President at regularly-scheduled meetings. Any member of the Board of Trustees or any member of the public may place an item on the agenda, provided items are related to district business and are submitted at least ten days prior to the scheduled board meeting. When making decisions that affect student programs and services, the Board consults with the Superintendent/President, requests and reviews reports, and considers input from the wider college community. The Board ensures that ample time and opportunity are allowed for the college community to consider and voice its opinion on important issues. Although board members may not always be in agreement with the voting result, the Board acts in unison to perform its function and comply with policy.

The Board's goals and objectives are reflected in the College's Mission, Vision, Values and Goals, which were revised by the Strategic Planning Task Force in Fall 2007. Furthermore, the annual update to the *Master Plan for Education* incorporates the Board's goals and objectives and the College's Institutional Learning Outcomes. The District Planning and Advisory Council (DPAC), which was established by the Board of Trustees in 2004-2005 and which includes members from the college community, is responsible for making recommendations to the Superintendent/President on matters such as budget, technology, human resources, facilities and college services.

Board Policy 1210, Powers and Responsibilities, directs the Board of Trustees to determine the educational programs and services for the District. The Board of Trustees establishes policies that support the College's mission to provide high-quality educational programs, promote individual and institutional integrity, and serve the needs of a diverse community. All new curricula, certificates, and degree requirements are brought to the Board for its review and approval, and formal reports, program updates and plans for special events are presented to the Board at its regular monthly meetings.

In addition, the Board is responsible for maintaining the financial health and stability of the College. The Board of Trustees approves the annual budget and regularly reviews budget updates. Each fiscal year, the Board reviews an independent auditor's report. The District employs a part-time legal advisor, Campus Counsel, to provide an umbrella of consistent legal supervision and strategic planning. Campus Counsel also coordinates and supervises outside contracts. The Campus Counsel works directly with the Vice President, Human Resources on

matters pertaining to collective bargaining and other personnel issues. Litigation is reviewed and acted on during closed session of designated board meetings. Actions taken during closed session are reported during the open session of each regular board meeting.

Evaluation—IVB.1(a), IVB.1(b) and IVB.1(c)

The Board’s policy manual outlines its record in establishing policy to ensure the quality, integrity and effectiveness of educational programs and services. The Board holds the Superintendent/President accountable for effective administration of the College and the conduct of district business. Board members deliberate issues in a spirit of collegiality and cooperation, even though personal values and beliefs may vary. The Superintendent/President assists the Board by providing recommendations regarding revised and/or new policy.

The Board of Trustees acts in the best interest of the College and admirably represents the District at both the local and state level. Trustees participate in designated educational conferences, workshops and training sessions and belong to several state and national community college associations. The Board’s Code of Ethics establishes principles that promote a well-functioning and effective board and that build strong relationships within the college community.

Plan—IVB.1(a), IVB.1(b) and IVB.1(c)

None

IVB.1(d) The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

IVB.1(e) The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Description—IVB.1(d) and IVB.1(e)

The Board of Trustees is the policy-making body of the College responsible for establishing general policies governing the operations of the College. The Board acts in a manner consistent with its policies and bylaws. The Board seeks recommendations from the Superintendent/President prior to adopting, amending, repealing, or suspending any policy.

The District subscribes to the Community College League of California’s Board Policy and Administrative Procedure Subscription Service, which provides templates to keep board policies current and in compliance with pertinent laws, regulations and practices. These templates are reviewed by Campus Counsel and updated annually by the Board’s subcommittees to ensure that the evaluation tool used by the Board corresponds to both the Board’s and the College’s annual goals and objectives.

In accordance with the College's commitment to participatory governance, a routing process is employed for reviewing and updating board policies. Using a prescribed template provided by subscription service, policies are first reviewed by the administrative senior staff to determine the need for revision or new policies. Next, they are forwarded to the appropriate vice presidents and/or managers. Board policies requiring input from the Academic Senate joint committees or DPAC are routed through the participatory governance process while board policies that are administrative and/or operational are routed through the administrative review process. Recommendations are forwarded to the Executive Vice President for review and approval, who then forwards them to the Superintendent/President for his review and approval. Finally, the Board of Trustees receives the recommendations from the Superintendent/President. Following two readings, policies are adopted, amended, repealed or suspended by the Board of Trustees.

The Board's bylaws are published in the Board of Trustees Policy Section 1000. In 2008, the Board of Trustees appointed an *ad hoc* committee to review, evaluate and revise its bylaws. Policies specifying the Board's size, duties and responsibilities, structure, and operating procedures are found in Board Policy 1110, Composition of the Board of Trustees, Board Policy 1210, Powers and Responsibilities, and Board Policy 1510, Public Meetings. There are nearly 50 policies that articulate the Board's bylaws, all of which are available online.^v

Evaluation—IVB.1(d) and IVB.1(e)

The Board of Trustees regularly reviews and updates its bylaws and policies. The use of the Community College League of California's subscription service has improved the policy review and implementation process. Current policies are posted on the College's website.

Plan—IVB.1(d) and IVB.1(e)

None

IVB.1(f) The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Description—IVB.1(f)

The seven Board of Trustees members are elected by qualified resident voters of the cities of Santa Monica and Malibu. The term of office of an elected member of the Board of Trustees is four years. Terms are staggered so that some of them expire in December of each even-numbered year. For example, two trustees were re-elected and one new trustee was elected in November 2004, and three new trustees were elected and one was re-elected in November 2006. The Student Trustee member is elected by the Santa Monica College students to a one-year term that commences on the first of June each year.

In 2006, the Board of Trustees revised and expanded the orientation procedures for new members. Orientation for new board members begins with a meeting with the Board Chair,

Superintendent/President and members of the senior staff for an introduction and general overview of the College. The Superintendent/President and the vice presidents participate in orientation meetings to help familiarize new board members with the various college departments, programs and areas such as Business Services, Human Resources, Facilities, Academic Affairs, Enrollment Development, and Student Affairs.

New Board of Trustee members are given a *Santa Monica College Trustee Handbook* and other relevant documents published by the Office of the Superintendent. In addition, new members are issued the *New Trustees Handbook* developed by the Community College League of California. Moreover, new members are mentored by more senior board members and are encouraged to attend the League's Trustees Orientation workshop and the Brown Act training course.

The College also dedicates approximately \$20,000 yearly to fund board members' participation in conferences and study sessions, which enhances their effectiveness in performing the duties of their office and which support their professional growth and development. Annual and legislative conferences attended by board members include those sponsored by the Association of Community College Trustees, the Community College League of California, and the California Community College Trustees.

Evaluation—IVB.1(f)

The Board of Trustees is in compliance with its policy regarding development and new member orientation. Recent interviews with two board members revealed that the new board member orientation process is comprehensive, exceeding the standards set forth in Board Policy 1140, Orientation of New Members, revised in December 2003, which states that a new trustee, before assuming office, shall receive assistance from the Board, the Superintendent/President and the staff in understanding the Board's functions, policies and procedures.

Plan—IVB.1(f)

None

IVB.1(g) The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Description—IVB.1(g)

Current Board Policy 1270, Board Self-Evaluation, requires that the Board hold an annual self-evaluation in conjunction with the evaluation of the Superintendent/President (Board Policy 1280) as part of the summer study session. At this time the Board:

- assesses the strengths and weaknesses of the Board as a whole;
- determines the effectiveness of the performance of the trustees in achieving the District's goals;

- determines the effectiveness of the policies established by the Board; and
- assesses accomplishments relative to the Mission, Vision, Values and Goals of the District.

The Board's annual self-evaluation includes a survey instrument that prompts and informs self-reflection and thoughtful discussion. Each board member completes an individual evaluation addressing how the Board as a whole has met its responsibilities. Together, the trustees examine and analyze how well the Board functions, identifying specific processes that work well and those that need improvement. These evaluation processes encourage frank, constructive dialogue culminating in the development of the Board's annual goals and objectives and refinements to both Board and Board meeting procedures.

Board Policy 1514, Board of Trustees Retreats, adopted in 2000, provides the Board the opportunity to discuss, during semi-annual study sessions, individual concerns and ideas with one another and with the administration. Topics include proposed administrative plans, board policies and goals, future agenda items and agenda format.

Evaluation—IVB.1(g)

Each summer, at the board study session, the Board fulfills its requirement to conduct a self-evaluation. In 2007, the Board of Trustees engaged the services of a professional consultant to conduct a workshop on major responsibilities and to assist in the development of a comprehensive evaluation instrument and methodical self-assessment process. The self-evaluation instrument is revised and updated annually to accurately reflect current goals.

Plan—IVB.1(g)

None

IVB.1(h) The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Description—IVB.1(h)

As elected officials, Board of Trustees members are expected to uphold the highest ethical standards of integrity, honesty and mutual respect and to always act in the best interests of the College and the community they serve.

To meet these high standards, all members are expected to adopt and adhere to the principles articulated in the Board's Code of Ethics, Board Policy 1230, which was recently revised to incorporate clearly-defined provisions for dealing with behavior that violates the code. This added language is consistent with the template developed by the Community College League of California Policy and Procedures Subscription Service.

The revised policy requires that violations of the Board’s Code of Ethics be addressed by the Chair of the Board, who may appoint an *ad hoc* committee to examine the matter or recommend a further course of action to the Board. Violators may be sanctioned. If the Board Chair is the perceived violator, the Vice Chair is authorized to address the violation. Violations of the law may be referred to the Los Angeles County District Attorney or the State Attorney General.

Evaluation—IVB.1(h)

The Board of Trustees meets the standards of ethical conduct as described in Board Policy 1230, Code of Ethics. In addition, the Code of Ethics policy is written in compliance with several California State codes which include penalties for violation of such codes.

Plan—IVB.1(h)

None

IVB.1(i) The governing board is informed about and involved in the accreditation process.

Description—IVB.1(i)

The Board of Trustees engages in the accreditation process in a number of ways. Some board members attended the accreditation workshop (2009) presented by Jack Pond, Vice President of the Accreditation Commission, and the Board Chair and Vice Chair participated in interviews with the Standard IV subcommittee. In addition, the Board Chair attended an accreditation workshop led by the President of the Accrediting Commission.

Throughout the accreditation self-study process, the Board has received regular updates and progress reports at its monthly meetings and in periodic written reports provided in the Board’s weekly update packet of information. The Board also receives minutes of DPAC meetings, which include a standing report on accreditation activities. The Board of Trustees accepted the draft of the self-study at the December 2009 meeting.

In addition, board members keep one another well-informed. Three trustees are full-time faculty members at other community colleges and remain active participants in the accreditation processes of those colleges, bringing personal experience and insight to discussions with fellow trustees.

Evaluation—IVB.1(i)

One of the goals included in the 2008-2009 Board of Trustees Goals and Priorities document, “Leadership and Articulating a Vision,” states that the College will complete the first draft of the Accreditation 2010 Institutional Self-Study by early Fall 2009. The Board of Trustees is kept apprised of the progress of the self-study by the Superintendent/President, Executive Vice President, Academic Senate President and other Accreditation Steering Committee members.

Plan—IVB.1(i)

None

IVB.1(j) *The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in a case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.*

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges. (Not applicable)

Description—IVB.1(j)

Board Policy 1210, Powers and Responsibilities, states that the Board of Trustees is responsible for hiring and evaluating the Chief Executive Officers of the College and delegates full authority to the Superintendent/President to administer board policy and to oversee the general operations of the institution. However, the Board does not relinquish its responsibility to make final decisions.

Since the last accreditation self-study, the Board selected a new Superintendent/President for the College. This process involved a national search, evaluation and selection of final candidates by a hiring committee and town-hall meetings, which provided the college community an opportunity to hear from the top three candidates. Ultimately, the Board of Trustees made the decision to hire the current Superintendent/President, who joined the College in February 2006.

Board Policy 1280, Evaluation of the Superintendent/President, identifies three general criteria for evaluating the Superintendent/President: his relationship with the Board of Trustees, institutional leadership, and constituency-building. Furthermore, the policy states that “the performance criteria will be drawn each year from goals and objectives identified by the Board of Trustees.”

Evaluation—IVB.1(j)

The Board of Trustees appropriately delegates district operations to the Superintendent/President and understands that its role is to refrain from micromanaging the institution. The Board annually evaluates the Superintendent/President’s performance, and the results are reflected in the Superintendent/President’s contract.

The Board engaged the services of a professional consultant to assist in developing a methodical evaluation process, which has been maintained, and a comprehensive evaluation instrument, which is updated annually to accurately reflect and measure the Board's goals and objectives.

Plan—IVB.1(j)

None

IVB.2 ***The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.***

IVB.2 (a) ***The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.***

IVB.2 (b) ***The president guides institutional improvement of the teaching and learning environment by the following:***

- ***establishing a collegial process that sets values, goals, and priorities;***
- ***ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;***
- ***ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and***
- ***establishing procedures to evaluate overall institutional planning and implementation efforts***

Description—IVB.2(a) and IVB.2(b)

The Superintendent/President is the Chief Executive Officer of the District and Secretary to the Board of Trustees. In these roles, the Superintendent/President employs established college governance structures to provide leadership and guidance in policy development and strategic planning for the college community. The senior administrative staff—consisting of the Executive Vice President; the Vice Presidents of Academic Affairs, Business and Administration, Enrollment Development, Human Resources and Student Affairs; the Senior Director of Government Relations and Institutional Communications; and the Campus Counsel—support the Superintendent/President and provide leadership in implementing the College's vision and goals and directing all college operations. The Superintendent/President meets with his senior staff weekly as a group (and regularly on an individual basis) to provide direction and delegate responsibility in planning.

The Executive Vice President serves as the Assistant Secretary to the Board of Trustees, the Chief Operational Officer of the District and the designated alternate for the Superintendent/President in the event of his absence. On a daily, operational basis, the college vice presidents report directly to the Executive Vice President, much of whose work is rooted in the areas of Academic Affairs, Enrollment Development and Student Affairs. The Project Manager for Sustainability Coordination and the Director, Grants report directly to the Executive Vice President as does the Dean, Information Technology, who is responsible for meeting the College's computing and telecommunications needs. This dean is supported by directors responsible for Academic Computing, Network Services and Telecommunications, and Management Information Systems.

The Vice President, Business and Administration is the Chief Business Officer for the College. This area includes Fiscal Services, Facilities, Maintenance, Business Services, Accounting, Payroll, Purchasing, Events and Contracts, Auxiliary Services, the Bookstore, Warehouse and Mail Services, Risk Management, Grounds and Landscape, Construction Systems and Campus Counsel. The current Vice President, Business and Administration began his tenure with the College in July 2009, filling a position that had been vacated by the former Chief Business Officer, who had taken the position just six months earlier, in January 2009. Prior to that, the position had been vacant since Fall 2006. During the vacancy, the position was temporarily filled by two interim consultants reporting to the Executive Vice President, who was also responsible during periods without support from the temporary consultants.

The Vice President, Academic Affairs is responsible for the College's instructional areas and is supported by deans and associate deans. The Dean, Academic Affairs and the Dean, Instructional Services are responsible for areas of instruction and programs including Curriculum, Continuing and Community Education, High School Programs, the Scholars Program, the Media Center, Distance Education and the Basic Skills Initiative. The Dean, External Programs is responsible for the College's off-campus sites: the Academy of Entertainment and Technology, Airport Arts satellite site, Emeritus College, Bundy, and the Performing Arts Center/Music and facilities planning for Academic Affairs. The Dean, Learning Resources has specific responsibility for the Library, several tutoring centers and the Learning Resource Center. The Dean, Workforce Development and Occupational Education oversees career technical education programs, the Small Business Development Center, contract education and several categorically-funded programs. The Associate Dean, Health Sciences Department oversees the Nursing program and the Nursing Skills Lab and the grant-funded Nursing Initiatives. Other Academic Affairs personnel or liaisons include project managers who head a number of categorically-funded instructional programs (e.g., Tech Prep grant and various career technical education grants) and 22 full-time faculty members, elected by full-time department faculty as department chairs, who provide leadership for academic departments, and two faculty leaders, one reporting to the Dean, Learning Resources and the other to the Associate Dean, Health Sciences.

The Vice President, Student Affairs is responsible for all student services including Student Services, Counseling/Retention, Campus Security, Student Health and Safety, Student Life, Extended Opportunity Programs and Services, Childcare Services, Student Success Initiative, Athletics and Kinesiology, and several grant-funded programs including the US Department of

Education-funded TRIO programs (Student Support Services and Upward Bound) and the City of Santa Monica-funded Pico Partnership Program. The elected department chair of the Counseling Department serves as a liaison to the Student Affairs administration.

The Vice President, Enrollment Development is responsible for Student Enrollment Services, Institutional Research, Matriculation, Student Outreach, Financial Aid/Scholarships, Outreach/Recruitment, and International Education. The Superintendent/President created this department in part to enable the College to effectively address the enrollment needs of a large college with significant international and out-of-state student populations.

The Vice President, Human Resources is responsible for all faculty and staff personnel services, staff development, and staff diversity. The Personnel Commission, managing the classification and recruitment of classified positions, operates separately from the District in accordance with the laws governing merit systems.

The Senior Director of Government Relations/Institutional Communications is directly responsible for the areas of Community Relations, Public Information, and Institutional Advancement (the Santa Monica College Foundation), and the radio station (KCRW), the Performing Arts Center (the Broad Stage and Edye Second Space) and facilities programming.

The Campus Counsel is a new addition to the Superintendent/President's senior staff. This consultative position was established to consolidate and coordinate the various legal services used by the College, thus reducing costs in this area, by determining which legal issues need to be investigated externally versus internally. The Campus Counsel also provides clear, consistent legal opinions on matters such as labor and bargaining unit issues and interpretations of codes and regulations such as Title 5 and the Family Educational Rights and Privacy Act.

The College's administrative structure described above reflects the intentions of the Superintendent/President. Upon his arrival in early 2006, the Superintendent/President carefully and deliberately evaluated the existing structure before implementing any structural changes. He felt the structure should reinforce the function and talents of the individuals at the College. He made no significant changes to areas that were effectively serving the needs of the College (e.g., Academic Affairs and Student Affairs), and while he acted quickly to fill the vacant Vice President, Human Resources position, he took time in filling that of the Vice President, Business and Administration. In addition, having identified a need by the College, he created a new area within the organizational structure, Enrollment Development.

The Superintendent/President has created a culture of high expectations within the administrative structure. He relies on the vice presidents to efficiently oversee their respective areas, and the vice presidents, in turn, depend upon the deans. The Superintendent/President trusts his senior staff and their ability to fulfill their duties and responsibilities, and he meets with them weekly to confer and collaborate on strategy and the delegation of responsibility.

Upon his arrival, the Superintendent/President directed members of the college community to develop and implement a strategic planning process. While the College hired an outside consultant to assist them, the strategic planning process in fact relied primarily upon existing

College structures and input from members of the college community. The process resulted in a revision of the College's Mission, Vision and Goals statements, the development of its Values statement, and the establishment of strategic initiatives.

Largely due to the grassroots approach employed, the results accurately reflect the culture and character of the College. Moreover, the three outcomes listed above guide the District Planning and Advisory Council (DPAC) in reviewing and updating the *Master Plan for Education*. In addition to objectives proposed by the vice presidents, members of the college community represented on DPAC may propose institutional objectives. The objectives approved by DPAC for inclusion in the *Master Plan for Education* update are then assigned to the appropriate areas under each of the vice presidents. The vice presidents are held accountable through an annual evaluation process that requires them to identify those objectives that were accomplished, explain why others were not, and provide the Superintendent/President with a follow-up plan. DPAC also recommends which unaccomplished objectives should be included in the following year's update of the *Master Plan for Education*.

The development and communication of institutional values and goals indicates the Superintendent/President's vision of governance. The Superintendent/President acknowledges the importance of the well-developed governance structure of the College and the role of faculty leadership in the Academic Senate, and he counts on faculty to provide, present, and promote the initiatives embraced by the College. For example, through informal discussions, the Superintendent/President and college leaders recognized that global citizenship should be a key college initiative. By acknowledging the value of promoting and fostering global citizenship, the Superintendent/President and the Academic Senate President formalized the effort by establishing the Global Citizenship Task Force (now known as the Global Council) and allocating funds in the College's budget.

In addition, relying on the interests and strengths of the College, the Superintendent/President developed a business model to support and sustain the new Performing Arts Center, which has its own board and budget, thus creating a protective wall between the Performing Arts Center and the general fund of the College's budget.

The Superintendent/President recognizes the need for adequate and appropriate data in the analysis of student success and retention, program funding, program review and enrollment strategies. When the Superintendent/President arrived, the Office of Institutional Research had one full-time position. Since then, the Office of Institutional Research has been expanded to include the Dean, Institutional Research and the Director of Matriculation Research. The Superintendent/President has charged the Academic Senate Joint Student and Institutional Learning Outcomes Committee and the Office of Institutional Research with developing a mechanism to establish a database on learning and outcomes for use by the College.

The Superintendent/President, senior staff and faculty seek specific means for effectively acquiring and using data to make decisions regarding student services related to retention and success, particularly in the areas of basic skills and transfer. The Office of Institutional Research reports to the Vice President, Enrollment Development and is invited to attend senior staff meetings when appropriate. Some data are compiled in response to specific requests while

others are in response to external needs and standards. Each vice president is expected to use data to support decisions and needs.

Evaluation—IVB.2(a) and IVB.2(b)

The current Superintendent/President's arrival in 2006 ushered in an era of collegiality and cooperation at the College. He trusts faculty to assume leadership roles, and the Global Citizenship Associate in Arts requirement, the College's Institutional Learning Outcomes and the sustainability initiatives are the results of faculty-led processes endorsed by the Superintendent/President. The College has a tradition of flexibility and creativity that the Superintendent/President has embraced and encouraged. Furthermore, the administration has demonstrated its commitment to support faculty leadership by working with the Academic Senate to provide compensation or reassigned time to faculty leaders for agreed-upon projects that advance strategic initiatives.

From the very start of his tenure at the College, the Superintendent/President took measures to ensure that the members of the college community would have input on the path he would take. He hosted brown bag lunches with both faculty and students during which he fielded questions and engaged in discussions. He endorsed the Academic Senate's plan to use institutional flex days as an opportunity for members of the college community to voice concerns and suggest short-term and long-term solutions to perceived problems, and to address the College's strategic initiatives.

During the flex day workshops, lack of campus cleanliness and inadequate parking were identified as two primary problem areas that could realistically be addressed. In response to the lack of cleanliness, the administration modified janitorial scheduling and developed other policies that have resulted in a cleaner campus overall despite the current budget crisis, which curtails hiring of sufficient classified personnel, and the ongoing bond-funded construction.

Additionally, the Superintendent/President has taken steps to address the problem of inadequate parking. The number of parking spaces was increased with the construction of the new Olympic Shuttle Lot. To encourage students, faculty and staff to use the new lot (and those at satellite sites), both parking at the lots and taking the College's shuttle bus, running every fifteen minutes, are free. An agreement between the College and the City of Santa Monica's Big Blue Bus ("Any Line, Any Time") now enables any Santa Monica College student or employee with a valid Santa Monica College identification card to ride any Big Blue Bus line free-of-charge, resulting in a marked increase in ridership. Due to the College's limited amount of physical space and its large enrollment, parking will probably always present difficulties, but the Superintendent/President has been proactive in finding workable solutions that benefit both the College and the surrounding community.

The Superintendent/President has also supported the use of institutional flex days to engage members of the college community in rewriting the College's Mission, Vision, Values and Goals statements and in developing the College's Institutional Learning Outcomes, again demonstrating his reliance upon all members of the college community to assist him in determining the direction the College will take.

Recognizing that institutional research is vital to sound decision-making at the College, the Superintendent/President has increased the number of personnel in the Office of Institutional Research and insists that they assume a visible and active role in campus governance, but more assistance is needed in this area. Recognizing that the College needs to enhance documentation of the impact of institutional data on planning recommendations and decision-making, DPAC has taken steps to address this concern by using the Dean, Institutional Research as a resource liaison. Additionally, the Academic Senate Joint Student and Institutional Learning Outcomes Committee has developed a series of rubrics and training sessions to aid the college community in the development, evaluation and reporting of outcomes. This work will assist college programs and the Office of Institutional Research to gather reports and utilize institutional data for self-evaluations and planning.

DPAC, operating under the Brown Act and created by the Board of Trustees in 2005 to replace the defunct Collegewide Coordinating Council, makes recommendations to the Superintendent/President. The DPAC charter delineates membership, the process for placing items on the agenda (every agenda includes minutes from the previous meeting), and rules for taking action and passing recommendations on to the Superintendent/President. The creation of DPAC directly addressed some of the recommendations contained in the previous accreditation report, and the climate and culture of the College have since undergone significant improvement. For example, to successfully launch DPAC, representatives from the College's bargaining agents were included in its membership, reflecting the inclusive and collaborative culture of the College.

While DPAC functions as a self-reflective body that evaluates the College's planning and budgeting processes, members of the college community recognize the need to develop enhanced and more effective mechanisms for evaluating the budget/planning/evaluation process and assessing the appropriateness of budget allocations toward specific college initiatives given the priorities articulated in the updates to the *Master Plan for Education*.

Plan—IVB.2(a) and IVB.2(b)

- The Student and Institutional Learning Outcomes Committee and the Dean, 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.

IVB.2(c) The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Description—IVB.2(c)

The Superintendent/President regularly reviews and recommends updates to board policies, ensuring they are consistent with statutes that may affect the College. He makes regular reports

to the Board of Trustees based on the schedule and priorities set by the Board. For example, when the Board prioritized the evaluation of institutional planning, the Superintendent/President made appropriate presentations to the Board. When there are changes in statutory law, standards or Title 5, he informs the Board of needed changes to policies or creation of new policies.

The Superintendent/President regularly receives legal advice from Campus Counsel and other attorneys retained by the District regarding college compliance with federal and state laws, and he discusses this advice with senior staff. In addition, when the Executive Vice President receives recommendations from the Community College League of California, he asks senior staff to review them and determine which area should address the recommendation and how it should be addressed.

Policy changes are taken to the Board of Trustees during certain months of the year. The Superintendent/President seeks input from Academic Senate joint committees on the board policies within their purview. Board policy establishes that faculty and administration in the joint governance process “mutually agree” on any resolutions except in the areas of grading

policies; faculty roles and involvement in accreditation processes, including self-study and annual reports; and the assessment of faculty professional development needs, for which board policy requires the administration to “rely primarily” upon faculty. “Rely primarily” means that the recommendations of the Academic Senate will normally be accepted; only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. Policy changes agreed to in the Academic Senate joint committees are documented in the Academic Senate/District’s routing forms, which are signed by the appropriate committee chair and vice chair, the Academic Senate President and the Superintendent/President (see Figure IVB-2 for an example of two completed routing forms). If a Senate recommendation in the above

Figure IVB-2: Example of Completed Routing Forms

areas is not accepted, the Board or its designee promptly communicates its reasons in writing to the Senate.^{vi}

Another key responsibility of the Superintendent/President and senior staff is to educate the Board of Trustees about the scope of its role and responsibilities. The Board establishes policy, and the Administration, within the College's governance structure, establishes processes to implement policy.

Evaluation—IVB.2(c)

The members of the college community recognize that institutional practices reflect the institutional mission and policies. For example, when the state budget crisis was initially discussed in Fall 2008, the Academic Senate recommended revisiting the policy regarding program discontinuance to ensure proper vetting of any future possible recommendation to discontinue programs. The Academic Senate Joint Curriculum Committee appointed a subcommittee of faculty and administrators to rewrite the policy, which now ensures that the relevant departments and Academic Senate committees are included in the process and the College relies on its Mission, Values, and Institutional Learning Outcomes to justify any program's discontinuance.

In another case, the Superintendent/President and his staff ensured the implementation of statutes and regulations by directing the College's Police Chief and Risk Management to work to improve policies related to emergencies and safety maintenance. As part of this process, the College's risk management policies and handbook were reviewed and revised. Workshops were conducted to ensure the College's compliance with federal safety regulations.

Finally, the College relies on Campus Counsel to address its legal needs that are beyond the scope and expertise of its staff.

Plan—IVB.2(c)

None

IVB.2(d) The president effectively controls budget and expenditures.

Description—IVB.2(d)

Annually, the Superintendent/President presents to the Board of Trustees budgets that support personnel and operational expenditures. He also regularly provides reports during the year to update the budget outlook for the College. The budgets are designed to ensure the College maintains optimal financial health to improve its services, the physical plant and human resources. The budget is specifically designed to incorporate the Board of Trustees' priorities as they are reflected in the Board's goals and the College's mission.

The Superintendent/President guides budget decisions through a process that employs relevant governance structures. In areas appropriate to participatory governance procedures, he receives

recommendations from DPAC before making decisions or recommendations to the Board of Trustees. The budget recommendations typically stem from the DPAC Budget Planning Subcommittee, whose membership mirrors that of DPAC by including representatives from the Management Association, senior administration, the Academic Senate, the Faculty Association, the CSEA and the Associated Students. The DPAC Budget Planning Subcommittee includes the Vice President, Business and Administration, the Director of Fiscal Services, the Academic Senate President and Past President, the President of CSEA and the current and immediate past chief negotiators for the Faculty Association.

Although the College currently faces an operational deficit, proper planning and use of one-time monies have provided Santa Monica College with a substantial reserve. Moreover, the College's strategy of enrollment stabilization in 2007-2008 and restoration in 2008-2009 proved to be well-timed as the increased enrollment demand caused by the economic downturn has allowed the College to not only restore enrollment to base but also to generate enrollment growth. This, along with proper enrollment planning to maximize efficiency, will help reduce the operating deficit. Also, the College's large reserve provides a cushion, enabling it to engage in long-range planning to resolve budget shortfalls. In 2008-2009, the Budget Planning Subcommittee resolved to recommend budget cuts that would provide the College with an ending fund balance of \$15 million. This goal was achieved and the College has a healthy fund balance that will help it weather the protracted, statewide economic crisis.

Evaluation—IVB.2(d)

All members of the Budget Planning Subcommittee agree that open communication and the transparency of information presented by the Director of Fiscal Services have greatly improved the budget planning process. For example, committee members appreciate the new budget calendar, which includes the Budget Planning Subcommittee's agreement to not only the tentative and final budgets but also the assumptions upon which the budgets are built.

In December 2008, as the College faced a worsening budget climate caused by the state's financial woes and the College's ongoing operating deficit, the Budget Planning Subcommittee unanimously called for the Superintendent/President to convene a budget summit. The Superintendent/President responded quickly, opting to use DPAC, the existing budget structure and processes in lieu of a budget summit. Consistent with the participatory governance structure of the College, the Superintendent/President refrained from participating in the meeting so as not to influence recommendations that would be sent to him, thus demonstrating the high degree of confidence that he has in the college community to develop, deliberate and make recommendations on budget issues.

The Budget Planning Subcommittee grappled with weighty issues but has done so in a collaborative way, with consideration given to the College's Mission, Institutional Learning Outcomes and the *Master Plan for Education* institutional objectives. As a result, while the state's protracted budget issues may present a bleak forecast, the processes implemented by the College and supported by the Superintendent/President will result in proactive planning that addresses the challenges faced by the College but preserves the integrity and collaborative nature of the planning process.

Plan—IVB.2(d)

None

IVB.2(e) *The president works and communicates with the communities served by the institution.*

Description—IVB.2(e)

The Superintendent/President is an active member in the community. He is a member of the Santa Monica Chamber of Commerce and attends meetings of the Rotary Club, Kiwanis Club, and Santa Monica City Council. He also meets regularly with the Santa Monica City Manager, managers of the YMCA and YWCA, and the Superintendent of the Santa Monica/Malibu Unified School District.

The College itself acts as a civic leader, providing services to the community such as “Celebrate America,” the City of Santa Monica’s annual Fourth of July celebration held on the College’s main campus. The Emeritus College, the Small Business Development Center, the Public Radio Station KCRW, the Community and Continuing Education Program and the Broad Stage at the Performing Arts Center all serve as important community resources.

Another community tie is provided through the College’s General Advisory Board. The General Advisory Board is a group of college neighbors, civic leaders, business owners, corporate representatives and elected officials, who hold breakfasts that highlight distinct, innovative programs or projects at the College, enabling board members to serve as effective ambassadors for the College in the local community.

The local community is also supported through a wide range of speakers and special events for students and community members. These events are sponsored by the Santa Monica College Associates, a fund-raising community support group for the College. The Associates are an extension of the Santa Monica College Foundation. Members of the Associates make presentations in the community and provide exposure of the College for the purposes of soliciting private support for scholarships, Margin of Excellence grants and Chairs of Excellence (awards given each year to faculty from specific departments).

The College also offers special projects that engage members of the public. For example, in October 2008, the College led an educational tour to China for community members. This tour, which included visits to the Great Wall of China, Qufu and Beijing, was held in conjunction with a visit by Santa Monica College students who participated in the 50th anniversary celebration of the Shandong College of Arts, located in the capital of Jinan. The students were invited to perform music from the quintessentially American art form of the musical theater in honor of the University’s anniversary celebration. The students and the community participants served as global ambassadors for both the College and the community.

Communication with the local community is also a key aspect of the College’s successful bond measures. Both the former and current Superintendent/Presidents conferred with local leaders

during the campaigns for two bond measures: Measure S, a \$135 million district bond authorization, was approved by a 59 percent “yes” vote on November 2, 2004, and Measure AA, a \$295 million district bond authorization, was approved by a 61 percent “yes” vote on November 4, 2008. The passage of these bond funds, earmarked for the construction of new college facilities, further demonstrates the high regard in which the College is held by the community it serves.

Evaluation—IVB.2(e)

The passage of three bond measures since 2002 indicates consistent community support for the College. While the College sometimes faces tension with its neighbors due to limited physical space and a large enrollment resulting in traffic congestion and parking problems, there is much common ground between the College and the City of Santa Monica. For example, in 2007, the College passed a collegewide non-smoking policy that mirrors that established by the City of Santa Monica. In addition, on all its campuses, the College has worked to direct traffic and develop parking patterns to reduce traffic burdens on the community.

The College and the Superintendent/President are recognized civic leaders in the City of Santa Monica and the College serves as a cultural center for the City. The City and the College collaborate closely to ensure that college programs and facilities enhancements benefit both the College and the local community it serves.

Plan—IVB.2(e)

None

IVB.3 In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

Not applicable to Santa Monica Community College District (a single college district).

Selected Standard IV References

ⁱ DPAC Charter:

http://www.smc.edu/projects/31/District_Planning_and_Advisory_Council/2008DPAC/DPAC-2008-01-Charter.pdf

ⁱⁱ Santa Monica College Administrative Regulations, 5000 Series (Curriculum and Instruction):

<http://www.smc.edu/projects/31/AR5000.pdf>

ⁱⁱⁱ Basic Skills Initiative website: [http://www.smc.edu/apps/comm.asp?\\$1=208](http://www.smc.edu/apps/comm.asp?$1=208)

^{iv} District Planning and Advisory Council website: <http://www.smc.edu/apps/pubs.asp?Q=2>

^v Board of Trustees Policies: <http://www.smc.edu/apps/pub.asp?Q=545>

^{vi} Board Policy 2210, Academic Senate:

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_2000_General_District.pdf

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Accreditation 2010 Self-Study Plan Summary

The planning process at Santa Monica College includes an annual review and revision of the *Master Plan for Education* and the College's institutional objectives as well as an annual report to the college community on institutional performance regarding the fulfillment of the prior year's objectives. Central to the development of institutional objectives for the 2010-2011 academic year will be considerations for the recommended plans from each section of this accreditation self-study report. Some of the recommended plans coincide with the 2009-2010 institutional objectives, and the College's performance relative to these will be included in the annual report presented to the college community. The remaining self-study plans will be included as planning issues in the development of 2010-2011 objectives for the major divisions of the College. These division-level objectives will be reviewed by the District Planning and Coordinating Council and considered in the development of 2010-2011 institutional objectives, which are based on the College's Vision, Mission, Values and Goals. Each area of the College will then develop specific, unit-level objectives and implementation strategies.

In preparation for this collegewide planning effort, the institutional self-study plans are organized below according to the goals that support achievement of the College's Institutional Learning Outcomes:

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, and 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

Plans Appropriate Across 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)
- ❖ 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 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)
- ❖ The 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 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))
- ❖ 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))
- ❖ 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))

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)

- ❖ The College will integrate assessment and evaluation into the process for planning, developing and implementing new programs from their inception. (IB.3)
- ❖ 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 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 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)
- ❖ 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 College will develop initiatives to better address the relationship between learning styles and teaching methods. (IIA.2(d))
- ❖ 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)
- ❖ 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 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)

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 formalize and implement the framework for assessing learning outcomes at the course, program and institutional levels. (IA.1)
- ❖ The College will integrate assessment and evaluation into the process for planning, developing and implementing new programs from their inception. (IB.3)

- ❖ 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 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 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 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 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 College will study the centralization of tutoring and learning resource centers to standardize training, supervision, evaluation and procedures. (IIC.1)
- ❖ 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)
- ❖ The Library will develop learning outcomes and methods of assessment for reference service. (IIC1(b))
- ❖ 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))
- ❖ 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)
- ❖ 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)

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)
- ❖ 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 will develop a plan to reduce the structural operating deficit. (IIID.1(b), IIID.1(c), IIID.2(c))
- ❖ The College will develop a funding strategy that institutionalizes ongoing funding for technology in a budgetary line-item. (IIID.1(b))
- ❖ 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 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)

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))
- ❖ 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 College will develop ongoing evaluation plans to assess the safety of the learning environment. (IIIB.1(b))
- ❖ 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 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 will evaluate and implement an effective network solution to prevent unauthorized computers from accessing the College's network. (IIIC.1(c))

- ❖ 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 will evaluate and implement a more effective desktop anti-malware solution. (IIIC.1(c))
- ❖ The College will implement the information technology emergency continuity plan once it is finalized. (IIIC.1(c))

Supportive Collegial Environment

- **Improve and enhance decision making and communication processes in order to respect the diverse needs and goals of the entire college community**
- ❖ 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)
- ❖ 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))
- ❖ 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)
- ❖ 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)
- ❖ 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)
- ❖ 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)
- ❖ The College will improve the currency, accuracy and accessibility of the college website. (IIA.6(c))
- ❖ 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))

- ❖ The Office of Human Resources will work with 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 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))
- ❖ 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))
- ❖ The District and California School Employees Association will work together to adopt a code of ethics for represented classified employees. (IIIA.1(d))
- ❖ 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 Office of Human Resources will ensure that its website is regularly updated and user-friendly. (IIIA.3)
- ❖ The Office of Human Resources will provide ongoing internal office staff training pertaining to maintenance of personnel records. (IIIA.3(b))
- ❖ 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))
- ❖ 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 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 College will formally assess the training needs of its personnel and assess current training models to determine their effectiveness. (IIIC.1(b))

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Evidence Available in the Team Room

Standard I: Institutional Mission and Effectiveness

Associate of Arts Degree Global Citizenship Requirement: <http://www.smc.edu/apps/pub.asp?Q=683>

2+2+2 Articulation Agreements: <http://www.smc.edu/apps/comm.asp?Q=26>

Accountability Reporting for the Community College:
<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>

Admission and Records: <http://www.smc.edu/apps/Comm.asp?Q=2>

Assessment Policy: <http://www.smc.edu/apps/comm.asp?§1=5>

Basic Skills Initiative: <http://www.smc.edu/apps/comm.asp?§1=208>

BOG Mobile

Bond Oversight Committees: <http://www.smc.edu/apps/pub.asp?Q=546>

Budget Savings Initiatives:

http://www.smc.edu/Projects/31/District_Planning_and_Advisory_Council/2009DPAC/DPAC-2009-06-17-Minutes.pdf

College's Profiles Archive: <http://www.smc.edu/schedules/archives/profiles/>

Comprehensive Facility Master Plan

DPAC Diagram

Dual Enrollment: <http://www.smc.edu/apps/pubs.asp?Q=2&T=Dual+Enrollment&P=185>

Early Alert: <http://www.smc.edu/apps/comm.asp?Q=226>

Environmental Audit: http://www.smc.edu/ceus/SMC_2005-2006_Environmental_Audit_WEB.pdf

Evaluation Forms – Faculty

Full-Time Faculty Peer Evaluation Form

General Advisory Board: <http://www.smc.edu/apps/comm.asp?Q=302>

Institutional Learning Outcomes (ILOs): <http://www.smc.edu/apps/Pub.asp?Q=756>

Institutional Research Website: <http://www.smc.edu/apps/pub.asp?Q=1619>

Master Plan for Education: http://www.smc.edu/Projects/31/MPE_2007-08.pdf

Master Plan for Technology: <http://www.smc.edu/apps/Pub.asp?Q=1097>

Master Planning Calendar

Missed Information Newsletter: <http://www.smc.edu/missedinformation/>

Mission, Vision, Values and Goals: <http://www.smc.edu/apps/pub.asp?Q=2276&B=1>

Office of Institutional Research Website: <http://www.smc.edu/apps/pub.asp?Q=1619>

Program Review: <http://www.smc.edu/apps/pub.asp?Q=661&B=1>

Program Review Annual Report:

http://www.smc.edu/projects/31/District_Planning_and_Advisory_Council/2009DPAC/DPAC-2008-09-ProgramReview.pdf

Santa Monica Review: http://www.smc.edu/sm_review/

SLO Rubrics: <http://www.smc.edu/apps/pub.asp?Q=1619>

SMC Associates: <http://www.smc.edu/apps/Comm.asp?Q=295>

SMC General Advisory Board: <http://www.smc.edu/apps/comm.asp?Q=302>

Solar Power Feasibility Study

Strategic Planning Task Force: <http://www.smc.edu/apps/pub.asp?Q=1113&B=3>

Student Equity Plan: http://www.smc.edu/Projects/31/StudentEquityReport_Spring2005.pdf

The Standard

The Instructional Management Systems (TIMS) Reports

Welcome Center: <http://www.smc.edu/apps/comm.asp?Q=98>

What Makes a Great Teacher Series

Standard II: Student Learning Programs and Services

IIA: Instructional Programs

Associate of Arts Degree Global Citizenship Requirement: <http://www.smc.edu/apps/pub.asp?Q=683>

Academic Senate Statement on Professional Ethics: <http://www.smc.edu/apps/Pub.asp?Q=822>

Accrediting Commission Midterm Report 2007: <http://www.smc.edu/apps/Pub.asp?Q=1098>

Articulation Agreements: <http://www.smc.edu/apps/comm.asp?Q=26>

Articulation System Stimulating Interinstitutional Student Transfer (ASSIST):
<http://www.assist.org/web-assist/welcome.html>

Associate Degree Course Criteria and Standards:
<http://academicsenate.smc.edu/curriculum/forms/ASSOCIATE%20DEGREE%20COURSE%20Standards.doc>

Basic Skills Initiative Plan: <http://www.smc.edu/apps/comm.asp?Q=208>

Campus Security Act of 1990:
<http://www.epcc.edu/police/EPCCPD/CampusSecurityActof1990/tabid/2412/language/en-US/Default.aspx>

Code of Academic Conduct (AR 4411): <http://www.smc.edu/projects/31/AR4000.pdf>

Community Education Schedule: <http://commed.smc.edu/>

Course Approval and Data Sheet: <http://www.smc.edu/apps/pub.asp?Q=2474&B=2>

Course Outline of Record: <http://www.smc.edu/apps/pub.asp?Q=2474&B=2>

Curriculum Committee: <http://www.smc.edu/apps/comm.asp?§1=269>

Distance Education Guide for Department Chairs: <http://www.smc.edu/apps/pub.asp?Q=664&B=1>

Distance Education Peer-Review Rubrics: <http://www.smc.edu/apps/pub.asp?Q=664&B=1>

Dual Enrollment: <http://www.smc.edu/apps/pubs.asp?Q=2&T=Dual+Enrollment&P=185>

Effective Practices for Distance Education: <http://www.smc.edu/apps/pub.asp?Q=664&B=1>

Ethical Professor Newsletter: <http://www.smc.edu/apps/pub.asp?Q=745&B=1>

Faculty Evaluation Forms

Faculty to Faculty Distance Education Document: <http://www.smc.edu/apps/pub.asp?Q=664&B=1>

Honor Council / Honor Board / Honor Code: <http://www.smc.edu/apps/comm.asp?§1=156>

Internship Opportunity Booklets: <http://www.smc.edu/internship/>

Master Plan for Education Institutional Objectives Form

Master Plan for Education: http://www.smc.edu/Projects/31/MPE_2007-08.pdf

Mission, Vision, Values and Goals: <http://www.smc.edu/apps/pub.asp?Q=2276&B=1>

Model Syllabus (Academic Senate): <http://www.smc.edu/apps/pub.asp?Q=1639>

Participatory Governance Routing Form

Program Discontinuance Process (AR 5113): <http://www.smc.edu/projects/31/AR5000.pdf>

Program Review Annual Report:

http://www.smc.edu/projects/31/District_Planning_and_Advisory_Council/2009DPAC/DPAC-2008-09-ProgramReview.pdf

Program Review Appendices: <http://www.smc.edu/apps/pub.asp?Q=661&B=1>

Program Review Calendar of Meetings: <http://www.smc.edu/apps/pub.asp?Q=661&B=1>

Program Review Committee Final Report:

http://www.smc.edu/projects/31/District_Planning_and_Advisory_Council/2009DPAC/DPAC-2008-09-ProgramReview.pdf

Program Review Executive Summary

Santa Monica College Curriculum Handbook

Santa Monica College Summer Institute for High School Students:

<http://www.smc.edu/apps/pubs.asp?Q=3&T=Summer+Institute+for+High+School+Students&P=185>

Schedule of Classes: <http://www.smc.edu/apps/page.asp?Q=Class%20Schedules&menutab=1>

SLO Rubrics

SLOs (course level): <http://www.smc.edu/apps/pub.asp?Q=756&B=1>

SMC Catalog: <http://www.smc.edu/apps/Comm.asp?Q=191&menutab=5>

SMC Student Study Abroad Experiences film: <http://www.smc.edu/apps/pub.asp?Q=1888>

SMC Transfers to UC and CSU Report: <http://www.smc.edu/apps/Pub.asp?Q=590>

Statement of Academic Freedom (BP 5210):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_5000_Curr_Instr.pdf

Student and Institutional Learning Outcomes Committee Website:

<http://www.smc.edu/apps/pub.asp?Q=756&B=1>

Student Conduct Code (AR 4410): <http://www.smc.edu/projects/31/AR4000.pdf>

Student Equity Plan: http://www.smc.edu/Projects/31/StudentEquityReport_Spring2005.pdf

Student Learning Outcomes for Course Level: <http://www.smc.edu/apps/pub.asp?Q=756&B=1>

Student Learning Outcomes Handbook for Department, Degree, Certificate and Program Level

Standard II Evidence

Student Planning Guide for Success

Student-Right-to-Know (AR 4135): <http://www.smc.edu/projects/31/AR4000.pdf>

The Instructional Management System (TIMS) Reports

Transfer Requirements: <http://www.smc.edu/apps/Comm.asp?Q=25>

IIB: Student Support Services

Admissions and Records Website: <http://www.smc.edu/apps/comm.asp?§1=2>

Articulation Website: <http://www.smc.edu/apps/comm.asp?Q=26>

Assessment of First Time Students:

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_4000_Student_Services.pdf

Articulation System Stimulating Interinstitutional Student Transfer (ASSIST):

<http://www.assist.org/web-assist/welcome.html>

California Community College Counselor Training Program: <http://www.smc.edu/counselortraining/>

Catalog: <http://www.smc.edu/apps/Comm.asp?Q=191&menutab=5>

Categorical Programs Onsite Visit Report, 2007

Class Schedule: <http://www.smc.edu/apps/page.asp?Q=Class%20Schedules&menutab=1>

Counseling Department Policies and Procedures Manual

Course Substitution Form: <http://www.smc.edu/apps/pub.asp?Q=2474&B=2>

Disabled Students' Accommodations Appeal Process (AR 4115):

<http://www.smc.edu/projects/31/AR4000.pdf>

Early Alert: <http://www.smc.edu/apps/comm.asp?Q=226>

EOPS Cooperative Agencies Resources for Education "End of Term" Survey

Family Educational Rights and Privacy Act (FERPA): <http://www.smc.edu/apps/pub.asp?Q=1662>

General Counseling Sessions Survey.

Grade Appeal Process (AR 4113): <http://www.smc.edu/projects/31/AR4000.pdf>

Online Counseling: <http://www.smc.edu/apps/Pub.asp?Q=318>

Open Enrollment (BP 4110):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_4000_Student_Services.pdf

Program Review Executive Summary:

http://www.smc.edu/projects/31/District_Planning_and_Advisory_Council/2009DPAC/DPAC-2008-09-ProgramReview.pdf

Release of Education Records Information (AR 4135): <http://www.smc.edu/projects/31/AR4000.pdf>

SMC Associates: <http://www.smc.edu/apps/Comm.asp?Q=295>

SMC Distinguished Scientists Series: <http://www.smc.edu/apps/pub.asp?Q=2062>

Student Affairs Calendar of Workshops: <http://www.smc.edu/apps/comm.asp?%241=7>

Student Affairs Student Learning Outcomes Progress Grid

Student Equity Plan: http://www.smc.edu/Projects/31/StudentEquityReport_Spring2005.pdf

Student Guide to Counseling Services: <http://www.smc.edu/apps/Pub.asp?Q=259>

Student Service Programs Annual Evaluations

Students' Right to Privacy: <http://www.smc.edu/projects/31/AR4000.pdf>

Transfer and Counseling Center Student Survey

Transfer Center Website: <http://www.smc.edu/apps/Comm.asp?Q=25>

University of California StatFinder: <http://statfinder.ucop.edu>

IIC: Library and Learning Support Services

Ask-A-Librarian: <http://www.smc.edu/apps/comm.asp?Q=34>

Gartner Group Study

Library Orientation Pre- and Post-Tests

Library Purchase Request Form: <http://www.smc.edu/apps/Pub.asp?Q=884>

Library Student Surveys

Library Survey for Bundy Sessions

Library website: <http://www.smc.edu/apps/comm.asp?Q=34>

Master Plan for Technology: <http://www.smc.edu/apps/Pub.asp?Q=1097>

TRIO Program Student Satisfaction Surveys

Wireless Problem Report Form: <http://www.smc.edu/apps/Pub.asp?Q=889>

Standard III: Resources

IIIA: Human Resources

Administrative Regulations Relating to Academic Administrators, Classified Administrators and Managers and Confidential Employees (Series 3400): <http://www.smc.edu/projects/31/AR3000.pdf>

Administrative Regulations relating to Classified Personnel (Series 3300):
<http://www.smc.edu/projects/31/AR3000.pdf>

Agreement between Santa Monica College Faculty Association & Santa Monica Community College District:
<http://www.smca.org/>

Agreement between the California School Employees' Association, Local 36 and the District:
<http://www.smc.edu/csea/default.htm>

Anti-Nepotism (BP 3124):
<http://www.smc.edu/projects/32/Board Policy Manual/BP 3000 Human Resources.pdf>

California Education Code, Title 3, Section 87031, Employees:
<http://law.justia.com/california/codes/edc/87031-87045.html>

Chairs of Excellence: http://www.smc.edu/foundation/chairs_of_excellence.html

Citizen Complaints Against District Personnel (BP 3130):
<http://www.smc.edu/projects/32/Board Policy Manual/BP 3000 Human Resources.pdf>

Classified Staff Evaluation Forms: <http://www.smc.edu/apps/pub.asp?Q=1733&B=2>

Code of Ethics (BP 1230): <http://www.smc.edu/projects/32/Board Policy Manual/BP 1000 B-T.pdf>

Collective Bargaining Agreement (BP 3310):
<http://www.smc.edu/projects/32/Board Policy Manual/BP 3000 Human Resources.pdf>

Complaint Against District Personnel (AR 3130): <http://www.smc.edu/projects/31/AR3000.pdf>

Disciplinary Action and Release of Contract Employees (BP 3225):
<http://www.smc.edu/projects/32/Board Policy Manual/BP 3000 Human Resources.pdf>

Distance Education Best Practices: <http://www.smc.edu/apps/pub.asp?Q=664&B=1>

Distance Education Faculty Readiness: <http://www.smc.edu/apps/pub.asp?Q=664&B=1>

Distance Education Semester Starter Kit: <http://www.smc.edu/apps/pub.asp?Q=664&B=1>

District Calendar: <http://www.smc.edu/apps/docs.asp?Q=661>

Early Alert: <http://www.smc.edu/apps/comm.asp?Q=226>

Effective Teaching Practices

Equal Employment Opportunity Hiring Training Handout

Equal Employment Opportunity Program and Unlawful Discrimination Complaint (AR 3120):

<http://www.smc.edu/projects/31/AR3000.pdf>

Equal Employment Opportunity Survey:

http://www.smc.edu/projects/169/SMC_Employee_Diversity_Report/SMC_Employee_Diversity_Report_2006-2008_dated_10_06_2009_-_Full_Version.pdf

Equal Employment Opportunity/Diversity (HR Webpage): <http://www.smc.edu/apps/comm.asp?Q=284>

Equivalency Process for Full-Time Faculty Positions (AR 3211.6):

<http://www.smc.edu/projects/31/AR3000.pdf>

Equivalency Process in Reassignment (AR 3211.7): <http://www.smc.edu/projects/31/AR3000.pdf>

Ethical Professor Newsletter: <http://www.smc.edu/apps/pub.asp?Q=745&B=1>

Evaluation of Management Personnel (AR 4320): <http://www.smc.edu/projects/31/AR3000.pdf>

Evaluation of Permanent Personnel (AR 3212): <http://www.smc.edu/projects/31/AR3000.pdf>

Evaluation of Probationary and Temporary Contract Faculty (AR 3212.1):

<http://www.smc.edu/projects/31/AR3000.pdf>

Evaluation of Tenured Faculty (AR 3212.2): <http://www.smc.edu/projects/31/AR3000.pdf>

Evaluation of Hourly Faculty (AR 3232): <http://www.smc.edu/projects/31/AR3000.pdf>

Faculty Peer Evaluation Forms: <http://www.smc.edu/apps/pub.asp?Q=1683&B=1>

Flex Day Evaluation Surveys

Hiring of Academic Managers (AR 3410): <http://www.smc.edu/projects/31/AR3000.pdf>

Hiring of Hourly Temporary Faculty (AR 3230.1): <http://www.smc.edu/projects/31/AR3000.pdf>

Human Resources Website: [http://www.smc.edu/apps/comm.asp?\\$1=169](http://www.smc.edu/apps/comm.asp?$1=169)

Master Plan for Education: http://www.smc.edu/Projects/31/MPE_2007-08.pdf

Model Equal Employment Opportunity Plan

Non-Discrimination in Employment (BP 3121):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_3000_Human_Resources.pdf

Non-Discrimination on the Basis of Disability (BP 2410):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_2000_General_District.pdf

Online Student Evaluation of Faculty Form

Peer Evaluation Form: <http://www.smc.edu/apps/pub.asp?Q=1683&B=1>

Personnel Records (AR 3132): <http://www.smc.edu/projects/31/AR3000.pdf>

Personnel Records (BP 3131):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_3000_Human_Resources.pdf

Personnel Reduction (BP 3224):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_3000_Human_Resources.pdf

Program Review Annual Report:

http://www.smc.edu/projects/31/District_Planning_and_Advisory_Council/2009DPAC/DPAC-2008-09-ProgramReview.pdf

Recruitment and Selection - Permanent Personnel (AR 3211): <http://www.smc.edu/projects/31/AR3000.pdf>

Recruitment and Selection of Part-Time Hourly Temporary Faculty (AR 3230):

<http://www.smc.edu/projects/31/AR3000.pdf>

Santa Monica College Employee Diversity Report:

http://www.smc.edu/projects/169/SMC_Employee_Diversity_Report/SMC_Employee_Diversity_Report_2006-2008_dated_10_06_2009_-_Full_Version.pdf

Sexual Harassment (BP 3122):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_3000_Human_Resources.pdf

Sexual Harassment Prevention (AR 3121): <http://www.smc.edu/projects/31/AR3000.pdf>

Statement of Professional Ethics: <http://www.smc.edu/apps/Pub.asp?Q=822>

Student Equity Plan: http://www.smc.edu/Projects/32/StudentEquityReport_Spring2006.pdf

Student Evaluation of Faculty

Whistle-Blower Protection (BP Draft)

Workplace / Campus Violence and Anti-Bullying (BP 3123):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_3000_Human_Resources.pdf

IIIB: Physical Resources

American College and University Presidents' Climate Commitment:

<http://www.smc.edu/missedinformation/archives/February152008/stories/Tsang.html>

Bundy Site Comprehensive Facility Master Plan, 2007

Citizens Bond Oversight Committee: <http://www.smc.edu/apps/pub.asp?Q=546&B=1>

Comprehensive Facility Master Plan

Environmental Impact Review Reports

Facility Assessments

Five-Year Capital Outlay Plan

Five-Year Construction Plan: http://www.smc.edu/Projects/253/Five_Year_Construction_Plan_2009.pdf

Five-Year Plan for Scheduled Maintenance

Master Plan for Education, 1997: <http://www.smc.edu/apps/Pub.asp?Q=1096>

Master Plan for Education, 2008: <http://www.smc.edu/apps/Pub.asp?Q=1096>

Master Plan for Technology: <http://www.smc.edu/apps/Pub.asp?Q=1097>

Mission, Vision, Values and Goals: <http://www.smc.edu/apps/pub.asp?Q=2276&B=1>

Smoke-Free Campus (BP 2240):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_2000_General_District.pdf

Transition Plan (Physical Access and Self- Evaluation)

IIIC: Technology Resources

Accessibility Guidelines for Computerized classrooms:

http://www.smc.edu/projects/37/Information_Services/2007-2008/Documents/Accessible_Lab_Standards.pdf

Accessibility Statement: <http://www.smc.edu/apps/page.asp?Q=Accessibility%20Statement>

College Computer Use Policy: <http://www.smc.edu/apps/pub.asp?Q=740#policy>

Computer and Network Use Policy (AR 2515): <http://www.smc.edu/projects/31/AR2000.pdf>

Computer and Network Use, Faculty Contract, Article 27: <http://www.smcfa.org/index.php/contract/13-contract-2007-2010/87-article-27--computer-and-network>

Distance Education Best Practices: <http://www.smc.edu/apps/pub.asp?Q=664&B=1>

Distance Education Faculty to Faculty Handbook: <http://www.smc.edu/apps/pub.asp?Q=664&B=1>

Information Services Committee Technology Funding Criteria:

http://www.smc.edu/projects/37/Information_Services/Documents/ISC_funding_criteria.pdf

IIID: Financial Resources

Accreditation Mid-term Report: <http://www.smc.edu/apps/Pub.asp?Q=1098>

Annual Audit Reports

Board of Trustees' Subcommittee Report on Contracting Out

Budget Savings Initiatives:

http://www.smc.edu/Projects/31/District_Planning_and_Advisory_Council/2009DPAC/DPAC-2009-06-17-Minutes.pdf

California State Budget and Accounting Manual

Citizens Bond Oversight Committee: <http://www.smc.edu/apps/pub.asp?Q=546&B=1>

Standard III Evidence

College Audit Reports: <http://www.smc.edu/apps/pub.asp?Q=548>

Comprehensive Facility Master Plan

Contracts for Materials and Services (BP 6250):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_6000_Bus_Serv-Fac.pdf

Delegation to Enter Into and Amend Contracts (BP 6255).

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_6000_Bus_Serv-Fac.pdf

DPAC Annual Report:

http://www.smc.edu/Projects/31/District_Planning_and_Advisory_Council/2009DPAC/DPAC2008-09_Annual_Report.pdf

DPAC Budget Planning Subcommittee Minutes: <http://www.smc.edu/apps/Pub.asp?Q=1106>

Fiscal Services Accounting Procedures Manual

Five Year Construction Plan: http://www.smc.edu/Projects/253/Five_Year_Construction_Plan_2009.pdf

Five-Year Capital Improvement Plan

Information Services Committee Technology Funding Criteria:

http://www.smc.edu/projects/37/Information_Services/Documents/ISC_funding_criteria.pdf

Institutional Accountability (BP 2115):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_2000_General_District.pdf

Master Plan for Education: <http://www.smc.edu/apps/Pub.asp?Q=1096>

Master Plan for Technology: <http://www.smc.edu/apps/Pub.asp?Q=1097>

Mission, Vision, Values and Goals: <http://www.smc.edu/apps/pub.asp?Q=2276&B=1>

Program Review Annual Report:

http://www.smc.edu/projects/31/District_Planning_and_Advisory_Council/2009DPAC/DPAC-2008-09-ProgramReview.pdf

Quarterly Budget Reports

Reporting Fraud, Waste, or Abusive (BP 6116):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_6000_Bus_Serv-Fac.pdf

Sabbaticals and Fellowships Committee Selection Criteria: <http://www.smc.edu/apps/pub.asp?Q=2126&B=1>

Schedule of Classes: <http://www.smc.edu/apps/page.asp?Q=Class%20Schedules&menutab=1>

SMC Foundation Board: <http://foundation.smc.edu/Page.aspx?pid=204>

Standard IV: Leadership and Governance

Accreditation Mid-term Report: <http://www.smc.edu/apps/Pub.asp?Q=1098>

Accreditation Progress Report: <http://www.smc.edu/apps/Pub.asp?Q=1098>

American College and University Presidents Climate Commitment:
<http://www.smc.edu/missedinformation/archives/February152008/stories/Tsang.html>

Annual Audit Reports: <http://www.smc.edu/apps/pub.asp?Q=548&B=1>

Basic Skills Initiative Website: [http://www.smc.edu/apps/comm.asp?\\$1=208](http://www.smc.edu/apps/comm.asp?$1=208)

Board of Trustees Code of Ethics (BP 1230):
http://www.smc.edu/projects/32/Board_Policy_Manual/BP_1000_B-T.pdf

Board of Trustees Retreats (BP 1514):
http://www.smc.edu/projects/32/Board_Policy_Manual/BP_1000_B-T.pdf

Board of Trustees Self- Evaluation (BP 1270):
http://www.smc.edu/projects/32/Board_Policy_Manual/BP_1000_B-T.pdf

Board Policy Manual: <http://www.smc.edu/apps/pub.asp?Q=545&B=1>

Chairs of Excellence: http://www.smc.edu/foundation/chairs_of_excellence.html

Composition of the Board of Trustees (BP 1110):
http://www.smc.edu/projects/32/Board_Policy_Manual/BP_1000_B-T.pdf

Compton College Summer Session 2006 Substantive Change Proposal

Curriculum Committee (AR 5110): <http://www.smc.edu/projects/31/AR5000.pdf>

Distance Education Substantive Change Proposal

DPAC (Charter and Structure):
<http://www.smc.edu/apps/pubs.asp?Q=2&T=District+Planning+and+Advisory+Council+%2D+DPAC&P=31>

Environment Science Associate in Arts Degree Requirement:
http://www.smc.edu/projects/26/Major_Sheets_for_AA_Degree/environmental_science_aa.pdf

Environment Studies Associate in Arts Degree Requirement:
http://www.smc.edu/projects/26/Major_Sheets_for_AA_Degree/environmental_studies_aa.pdf

Evaluation of the Superintendent/President (BP1280):
http://www.smc.edu/projects/32/Board_Policy_Manual/BP_1000_B-T.pdf

Institutional Professional Development Day Programs

Master Plan for Education: <http://www.smc.edu/apps/Pub.asp?Q=1096>

Master Plan for Education: <http://www.smc.edu/apps/Pub.asp?Q=1096>

Master Plan for Technology: <http://www.smc.edu/apps/Pub.asp?Q=1097>

Mission, Vision, Values and Goals: <http://www.smc.edu/apps/pub.asp?Q=2276&B=1>

Orientation of New Members (BP 1140):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_1000_B-T.pdf

Participatory Governance -Classified Staff (BP 2220):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_2000_General_District.pdf

Participatory Governance – District Planning and Advisory Council (BP 2250):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_2000_General_District.pdf

Participatory Governance – Management Association (BP 2240):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_2000_General_District.pdf

Participatory Governance (BP Article 2200):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_2000_General_District.pdf

Participatory Governance – Academic Senate (BP 2210):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_2000_General_District.pdf

Participatory Governance – Associated Students (BP 2230):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_2000_General_District.pdf

Powers and Responsibilities of the Board (BP 1210):

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_1000_B-T.pdf

Program Discontinuance Policy (AR 5113): <http://www.smc.edu/projects/31/AR5000.pdf>

Program Review Annual Report:

http://www.smc.edu/projects/31/District_Planning_and_Advisory_Council/2009DPAC/DPAC-2008-09-ProgramReview.pdf

Public Meetings (BP 1510): http://www.smc.edu/projects/32/Board_Policy_Manual/BP_1000_B-T.pdf

Risk Management Policies and Handbook: <http://www.smc.edu/apps/pub.asp?Q=548&B=1>