
ACCREDITATION FOLLOW-UP REPORT

OCTOBER 2010



SUBMITTED TO

**ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES**

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

BY

**SANTA MONICA COLLEGE
1900 PICO BOULEVARD
SANTA MONICA, CALIFORNIA**

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ACCREDITATION LIAISON OFFICER

RANDAL LAWSON

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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

Statement on Report Preparation

Santa Monica College is pleased to submit this follow-up report to its 2010 application for reaffirmation of accreditation in response to the Commission's Action Letter dated June 30, 2010. The Commission requested Santa Monica College to complete a Follow-Up Report on two recommendations:

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

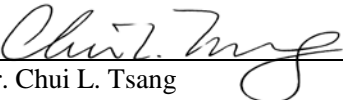
Recommendation 3: To meet the standards, the team recommends that the college evaluate the efficacy of the current staffing model for the institutional research function with a goal of providing timely, in-depth analysis of effectiveness measures and other key institutional metrics to move the college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

Upon the departure of the Accreditation Visiting Team on March 11, 2010, the College's Superintendent/President Dr. Chui L. Tsang and Accreditation Liaison Officer Randal Lawson ensured that the District Planning and Advisory Council and other appropriate bodies began the process of responding to the recommendations made by the Accreditation Visiting Team during their exit interview and the plans identified by the College in its Institutional Self-Study.

The exit interview and the Visiting Team's subsequent report made it clear that the College's planning process, which had been revised in 2005 and had not yet completed its first full planning cycle, had not been adequately documented to promote understanding for an audience beyond its principal participants and that the relationship between various planning components needed to be clarified, strengthened and enhanced. The District Planning and Advisory Council has concentrated its efforts since the Accreditation visit on clarifying the relationship between the various planning components.

The College's Accreditation Steering Committee was reconvened to address the request by the Commission in its June 30, 2010 Action Letter. By using the College's central planning body, the District Planning and Advisory Council (DPAC) in conjunction with the Accreditation Steering Committee as the sources for developing the responses to the Action letter, this follow-up report reflects input from and collaboration with members of the entire college community.

This Follow-Up Report was presented to the Board of Trustees of the Santa Monica Community College District at its October 5, 2010 meeting.



Dr. Chui L. Tsang
Superintendent/President

October 10, 2010

Board of Trustees Acceptance

BOARD OF TRUSTEES SANTA MONICA COMMUNITY COLLEGE DISTRICT	ACTION October 5, 2010
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MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 1

SUBJECT: **ACCEPTANCE OF ACCREDITATION FOLLOW-UP REPORT**

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees accept the follow-up report requested by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges on two recommendations of the visiting team.

SUMMARY: Santa Monica College was granted reaffirmation of accreditation as a result of the evaluation of the visiting team in March, 2010. This document was prepared in response to the request of the Accrediting Commission for a follow-up report on two recommendations of the 2010 visiting team. The report must be submitted to the Accrediting Commission by October 15, 2010.

The *Accreditation Follow-Up Report* is included as Appendix A.

The *Master Plan for Education 2010-2011 Update* is provided as documentation for the Follow-Up Report.

MOTION MADE BY: Rob Rader
SECONDED BY: Louise Jaffe
STUDENT ADVISORY: Aye
AYES: 5
NOES: 0
ABSENT: 2 (Finkel, Jaffe)

FOLLOW-UP REPORT PREPARATION PARTICIPANTS

(A: Administrator; C: Classified Staff; CC: Classified Confidential; F: Faculty; S: Student)

Randal Lawson..... Accreditation Liaison Officer (A)
 Eric Oifer Academic Senate President (F)
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 Katherine Muller Documentation Co-Coordinator (A)
 Lisa Rose..... Documentation Co-Coordinator (CC)
 Rassheedah Watts Documentation Support (C)
 Brenda Benson Accreditation Steering Committee Member (A)
 Janet Harclerode..... Accreditation Steering Committee Member (F)
 Lesley Kawaguchi..... Accreditation Steering Committee Member (F)
 Toni Randall..... Accreditation Steering Committee Member (F)
 Teresita Rodriguez Accreditation Steering Committee Member (A)
 Jeff Shimizu Accreditation Steering Committee Member (A)
 James Stramel Accreditation Steering Committee Member (F)
 Richard Tahvildaran-Jesswein Accreditation Steering Committee Member (F)

DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)

Members

Randal Lawson.....	DPAC Chair (A)
Eric Oifer	DPAC Vice Chair (F)
Sandra Burnett	Faculty Association Representative (F)
Janet Harclerode.....	Academic Senate Representative (F)
Tiffany Inabu	Associated Students Representative (S)
Leroy Lauer.....	CSEA Representative (C)
Erica LeBlanc.....	Management Association Representative (A)
Mitra Moassessi	Faculty Association Representative (F)
Bernie Rosenloecher	CSEA Representative (C)
Jeff Shimizu	Administrative Representative (A)
Al Vasquez.....	Management Association Representative (A)
Chantelle Eastman	Associated Students Representative (S)

Resource Liaisons

Simon Balm	Co-Chair, DPAC Technology Planning Subcommittee (F)
Greg Brookins.....	Chair, Academic Senate Joint Student Affairs Committee (F)
Patricia Burson.....	Co-Chair, DPAC Human Resource Planning Subcommittee (F)
Mary Colavito	Chair, Academic Senate Joint Program Review Committee (F)
Bob Dammer	Co-Chair, DPAC Technology Planning Subcommittee (A)
Guido Davis del Picolo	Chair, Academic Senate Joint Curriculum Committee (F)
Kiersten Elliott.....	Vice Chair, Academic Senate Joint Student Affairs Committee (A)
Bob Isomoto.....	Co-Chair, DPAC Budget Planning Subcommittee (A)
Lesley Kawaguchi.....	Vice Chair, Academic Senate Joint Learning Outcomes Committee (F)
J.C. Keurjian	Co-Chair, DPAC Facilities Planning Subcommittee (A)
Erica LeBlanc.....	Vice Chair, Academic Senate Joint Learning Outcomes Committee (A)
Sherri Lee-Lewis.....	Co-Chair, Human Resources Planning Subcommittee (A)
Georgia Lorenz	Vice Chair, Academic Senate Joint Curriculum Committee (A)
Connie Lemke.....	Co-Chair, College Services Planning Subcommittee (C)
Jennifer Merlic	Chair of Department Chairs (F)
Katharine Muller.....	Vice Chair, Academic Senate Joint Program Review Committee (A)
Melody Nightingale	Member, Academic Senate Joint Program Review Committee (F)
Lee Peterson.....	Co-Chair, DPAC Facilities Planning Subcommittee (C)
Christine Schultz.....	Co-Chair, Academic Senate Joint Learning Outcomes Committee (F)
Howard Stahl	Co-Chair, DPAC Budget Planning Subcommittee (F)
Mike Tuitasi.....	Co-Chair, DPAC College Services Planning Subcommittee (A)

Response to the Request of the Accrediting Commission

Recommendation 1

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

Introduction: an Overview of the College's Planning Structure and Primary Planning Bodies

To ensure that the College's planning cycle is understood and accessible by all members of the college community, the entire cycle has to be pared down to its most basic elements. Santa Monica College's basic planning process follows different paths, depending on the origin or scope of the respective planning issue.

Planning efforts inform and/or comprise, at varying levels, elements of the annual updates to the *Master Plan for Education*. These efforts mainly occur through the participation of college community members in a number of institutional organizations including the District Planning and Advisory Council (DPAC) and its planning subcommittees, the Academic Senate joint committees, and the College's operational units. While the flow of planning for each planning entity is typically distinct, there are instances when planning agendas involve more than one of these planning structures. Following the descriptions of DPAC and the Academic Senate is an example of how planning structures have intersected.

District Planning and Advisory Council

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

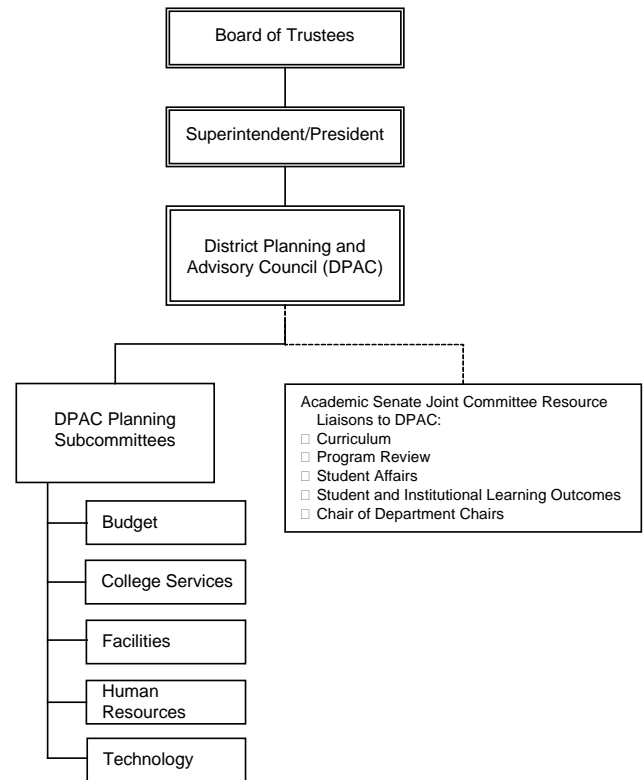
Matters for review, discussion and recommendation within DPAC include district budget, facilities, human resources, college services, and technology planning. In accordance with the DPAC charter, all subcommittees include membership from the administrative, faculty, classified and student ranks. Four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

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

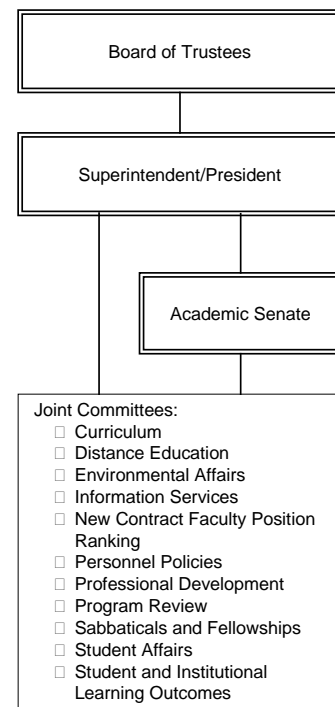
Academic Senate Joint Committees

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

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



District Planning and Advisory Council Structure



Academic Senate Structure

Intersection of DPAC and Academic Senate Planning Structures

An example illustrating how planning structures have overlapped successfully is the recent renewal of the College's distance education course management provider, eCollege. Under the contract, eCollege provides several "premium" services including 24/7 technical assistance for faculty and students; hosting and archiving of all course content; and eCompanion, an online course shell used in many of the College's onground classes. These features and others add to the cost of the platform and the annual fee has been a controversial issue for several years.

In 2008/2009, in response to the worsening economic climate and the College's operating deficit, the DPAC Budget Planning Subcommittee identified several cost reduction recommendations, including a recommendation to determine whether a less expensive alternative course management system vendor could be identified. This recommendation was sent to DPAC but during the discussions, members of DPAC acknowledged that the recommendation involved substantial academic and professional matters which are under the purview of the Academic Senate.

DPAC referred the issue of vendor selection to the Academic Senate Joint Distance Education Committee, which undertook an exhaustive study to determine the features and services deemed essential by faculty who teach online. After careful evaluation and deliberation, the Academic Senate Joint Distance Education Committee recommended to the Academic Senate and, as witnessed by the Accreditation Visiting Team, to DPAC that the College renew the contract with eCollege as the course management system provider. This recommendation was affirmed by both DPAC and the Academic Senate and was subsequently approved by the Superintendent/President and the Board of Trustees.

Operational Planning through Departmental and Administrative Units

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

Another example of operational or unit level planning is the annual budget allocation process. Appropriate committees, fiscal service professionals, departments and senior staff analyze previous budgets comparing them to actual annual expenditures. Projected revenues provided by the state and revenues from other sources provide the framework for the annual budget,

supported by departmental requests and guided by the *Master Plan for Education*. Requests for discretionary budget increases and new positions, equipment, and facilities require a detailed justification, including the relationship of the request to planning goals and learning outcomes.

At the operational level, all college programs (instructional, student and instructional services, and operational units) are required to prepare a program review self-study every six years. Program review self-studies are then summarized by the Program Review Committee in its annual report of overarching trends and recommendations—a major component of the College's planning process.

Description

Santa Monica College's core planning document, the *Master Plan for Education* which is updated annually, has been in place since 1997 and has continued to evolve over time. The planning organization and processes, centered around DPAC, its subcommittees, and the supplementary planning documents developed by those subcommittees was established after the College's last accreditation cycle and visit in 2004. Thus, while the College has continued refining its planning documents for over a decade, many of the planning process components and organizational units responsible for those components are still relatively new.

Based on the responses from the visiting team during its exit interview, the College immediately began reexamining all aspects of its planning process: the planning structure (e.g., DPAC and its planning subcommittees); the various planning documents; the master schedule for developing planning documents and assessing them; and finally, the interrelationship between the components, documents, planning schedules and the assessment of planning effectiveness. While the College has a complete cycle of planning, implementation and assessment, which is now documented in the update to the *Master Plan for Education*, the Self-Study failed to describe the interrelationship of these components clearly enough.

The College's Self-Study also failed to clearly convey the cyclical, long-term nature of the strategic planning process and its assessment function. Also new to the College since the last accreditation cycle, the strategic planning process was initially undertaken in 2006 and is intended to be repeated every five years. The 2006 strategic planning process resulted in the development of four long-term strategic initiatives—Basic Skills, Global Citizenship, Career Technical (Vocational) Education, and Sustainable Campus—and updates to the College's Mission, Vision, Values, and Goal statements. As a means for establishing long-term planning initiatives, the strategic planning process will result in ongoing assessment and revision of the College's Mission, Vision, Values and Goals statements as well as newly defined long-term strategic initiatives. Last examined in 2006, the College will recommence this effort in fall 2011 with a target completion date of spring 2012.

Another aspect of the planning process that was unclear to the Visiting Team is how DPAC, as the College's central planning body, uses the College's various planning and assessment components to develop its annual planning recommendations. Related to this issue is how the

College's assessment of its planning efforts is accomplished and documented in DPAC's Annual Report and the *Master Plan for Education* Responses to Institutional Objectives.

Although not explicitly stated in the Visiting Team's recommendation, but resulting from DPAC's reexamination of the College's planning processes, members of DPAC realized that the individual timelines of the various planning and assessment processes needed to be reviewed and clarified to ensure that the value of each component's contribution to the College's overall planning effort is maximized.

In summary, members of DPAC and the Accreditation Steering Committee have continued working to establish the connections between the various planning components, and ensure that they work as one to provide cyclical, ongoing planning and assessment. The following narrative documents the results of this work, which is also illustrated in the accompanying 2010/2011 update to the *Master Plan for Education*.

Planned Recommendation Resolution

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

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



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

Based on the recommendations in the Accreditation Evaluation Report, the College is taking a multi-pronged approach to ensuring that its planning process is sustainable, includes the *Master Plan for Education* at its core, is understood uniformly by the entire college community, and includes comprehensive assessment at every level.

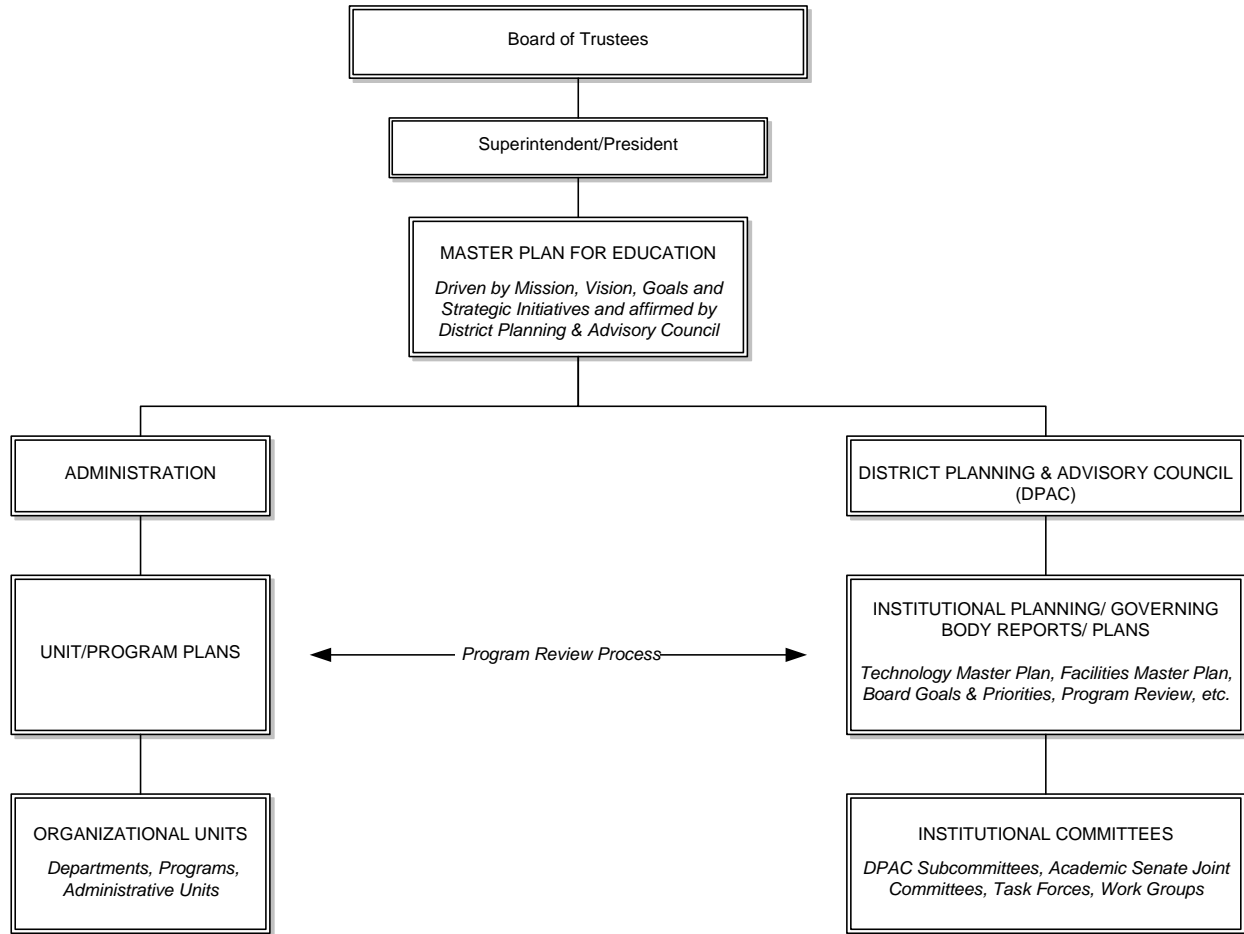
- The 2010/2011 annual update to the *Master Plan for Education* has been greatly expanded to include, at least in summary form, many of the planning documents described above. The expanded document brings together all of the various planning components and shows the interrelatedness of those components.
- As mentioned previously, the College is on the verge of the second instance of its long-term strategic planning process. The tangible outcomes of this process will include assessment and possible revision of the Mission, Vision, Values and Goals statements and the Strategic Planning Initiatives. This effort will also include a mechanism for assessing the effectiveness and outcomes of the overall planning process.
- Assessment of the Program Review Annual Report, DPAC Annual Report, Board of Trustees Priorities, and Academic Senate Objectives form the basis for development of institutional objectives for the *Master Plan for Education* update. This ensures a complete cycle of planning, implementation and assessment.
- The College's budget is linked to both institutional planning and operational planning through the annual budget augmentation efforts. Although most (88.2 percent) of the college budget is dedicated to human resources (i.e., salaries and benefits), the operational units develop annual recommendations for the discretionary portion of their budgets. At the institutional level, the DPAC Budget Planning Subcommittee evaluates the budget in accordance with the College's Mission, Vision, Values, Goals, Strategic Initiatives and moves recommendations through DPAC to the Superintendent/President prior to the budget being submitted to the Board of Trustees for adoption. The DPAC Budget Planning Subcommittee also reviews quarterly budget reports and makes recommendations to inform institutional decisions. A recent example of this planning component is the decision to backfill categorical programs that had suffered drastic state funding reductions. The DPAC Budget Planning Subcommittee, recognizing the importance of these programs, recommended to DPAC that a certain level of back-filling would ensure that student services needs could be met. This recommendation was affirmed by DPAC and approved by the Superintendent/President.
- To better align the planning processes, the timeline associated with some components of the College's planning process is changing from one based on the fiscal year (June through July) to one based on the calendar year. This transformation will allow planning processes to be linked in a more logical and productive manner. For example, DPAC will review the Program Review Committee's Annual Report in the spring to facilitate earlier formulation of institutional objectives based upon the report and therefore bring completion of the annual update of the *Master Plan for Education* closer to the beginning of the new fiscal year. The new timeline will also ensure that budget planning cycles are

aligned with the overall planning process and that planning at the unit/department level is more closely linked to the overall planning process.

- Currently in development, an annual program review update will document and enhance the alignment of unit-level planning with institutional planning. Completed each year by all college programs (instructional, student and instructional services, and operational) and submitted through the program review process, this report of consistent measures will provide longitudinal information for programs to use as they complete their in-depth, comprehensive program review self-studies every six years. The report format will include Student and Institutional Learning Outcomes assessment analysis as well as other effectiveness measures.
- A comprehensive planning process assessment instrument, the Institutional Effectiveness Matrix, is being developed by the College's Office of Institutional Research. The initial matrix report will be presented to the college community in late fall 2010. This instrument will serve as an overarching method for capturing the results of the College's ongoing, annual planning and assessment processes. A draft report is included in the documentation for this report and will be updated in all future annual updates of the *Master Plan for Education*. Although based on annual analysis, this index of performance measures will be longitudinal in scope and will serve as a “report card” by establishing qualitative and quantitative output measures and mapping how these measures relate to the long-term strategic initiative outcomes and overall institutional effectiveness.
- Graphical representations of the planning processes, the organizations responsible for those processes and a master timeline for planning are under development and will be included with future updates to the *Master Plan for Education*. These diagrams and illustrative aides will better represent the systematic nature of the College's planning process and how the various components fit together and are interrelated. The goal of this effort is to ensure that the entire college community better understands and fully embraces the concept of ongoing planning and assessment.

Results Achieved to Date

As mentioned above, the *Master Plan for Education* is the core of the College's ongoing planning process. As shown below, DPAC and the Accreditation Steering Committee have been working steadily to ensure that the cross-functional relationship between these documents as well as the inter-relationship between planning documents, planning components, and the organizational units responsible for planning are more fully documented.



In addition to enhancing the usefulness of the *Master Plan for Education*, Santa Monica College is transforming its assessment efforts to make them ongoing, comprehensive and more explicit. The relationship between planning, evaluation, and assessment is based on the premise that the College’s Mission, Vision, Values and Goals are best supported through strategic planning, effective implementation and ongoing assessment. This cyclical process, which uses assessment results to evaluate the success of planned strategies and inform and refine them on an ongoing basis, creates the foundation for future planning actions. This also ensures that planning is integrated with the fulfillment of common institutional goals.

An example of this cycle is the development, implementation and assessment the annual institutional objectives, which form the backbone of the College's annual update to the *Master Plan for Education*. Detailed below are descriptions of how the institutional objectives are developed, the reference planning documents that inform them, the implementation steps designed to accomplish them, and the budget implications associated with each objective. Also described is the assessment process for determining the College's level of success in achieving each objective.

The College's institutional objectives are developed using a format that requires college planning bodies to consider the Institutional Learning Outcomes Supporting Goals, and components of

institutional planning. As shown in the example below from the 2010/2011 update to the *Master Plan for Education*, the format also requires the operational unit responsible for the objective to consider methods for implementation, budget considerations and other planning factors.

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 1		<i>Responsible Area(s)</i>		
Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011.		<ul style="list-style-type: none"> • DPAC • Institutional Research • BRIC/TAP Team 		
<i>Map to Institutional Learning Outcomes Supporting Goals</i>				
<input checked="" type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input checked="" type="checkbox"/> Goal 2: Supportive Learning Environment	<input checked="" type="checkbox"/> Goal 3: Stable Fiscal Environment	<input checked="" type="checkbox"/> Goal 4: Stable Physical Environment	<input checked="" type="checkbox"/> Goal 5: Supportive Collegial Environment
<i>Reference:</i> (Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives) <ul style="list-style-type: none"> • ACCJC Recommendation: That the college complete the development of a sustainable comprehensive master planning process with the Master Plan for Education at its core. • Board Priority: Implement appropriate strategies and initiatives to address the recommendations of the ACCJC following the evaluation team's visit in March 2010. 				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> <ul style="list-style-type: none"> • Include in-depth analysis of institutional effectiveness measures (including SLO/ILO assessments) and institutional metrics (enrollment, student achievement, etc.) • Ongoing assessment of overall planning process and its many components • Documentation mechanism accessible to all audiences • Clarification of relationship of institutional planning to planning of individual college units • Begin to address timeline issues (consideration that Program Review Annual Report be based on calendar year rather than fiscal year to allow for DPAC review in spring semesters, etc.) 				
<i>Estimated Cost:</i> Staff time		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i> No significant additional cost beyond staff time				

At the end of the year, the functional areas responsible for a specific institutional objective complete an assessment report which is evaluated by DPAC. Interestingly, during the evaluation of the reports on 2009/2010 institutional objectives, DPAC members realized that some of the objectives had been worded in a way that did not allow for measurability or for a clear determination of an objective's status because the objectives were not clearly focused on an outcome. This observation served to inform the final stages of development for 2010/2011 institutional objectives and four objectives were added to build on 2009/2010 objectives that had not been clearly focused on an outcome. The example below is the report for Institutional

Objective 1 from 2009/2010. This objective gave rise to a new objective for 2010/2011 which has been defined with a stated outcome.

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2010-2011 UPDATE
RESPONSES TO 2009-2010 INSTITUTIONAL OBJECTIVES

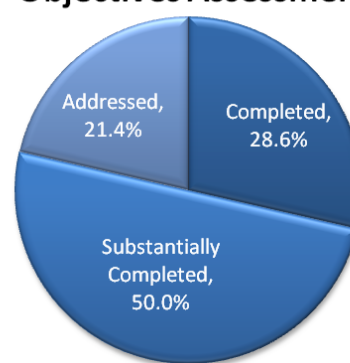
OBJECTIVE 1 Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services.			<i>Responsible Area(s)</i> Academic Affairs Student Affairs
<input type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input checked="" type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
<p>Comment As worded, this institutional objective was difficult to measure.</p> <p>The initiative will be completed in 2010-2011 through a new institutional objective, as follows: #11: <i>Determine the impact Basic Skills Initiative programs have had on pre-college students' basic skills course completion rates, and basic skills improvement rates.</i></p>			
RESPONSE			
<p>During the 2009-2010 academic year, the Basic Skills Initiative funded and created several projects designed to increase the academic success of pre-college level students. The two most significant projects created were the Math and English Student Achievement Zone and a prototype of a standardized system for tracking tutoring services.</p> <p>The Zone opened in Spring 2010 and was funded by Title V and BSI. The Zone was created to serve students who placed at the lowest levels of pre-college math and English on the assessment placement test. The staff and faculty in the Zone engage students in the learning process through the use of active learning strategies.</p> <ul style="list-style-type: none"> • Assistance in math is available for students in basic arithmetic (Math 81) and pre-algebra (Math 84). Assistance is also provided to students in the areas of elementary algebra (Math 31), intermediate algebra for statistics and finite math (Math 18), and intermediate algebra (Math 20). There were fourteen Supplemental Instruction sessions held per week for students in these math courses, resulting in about 1200 student contacts for Supplemental Instruction during Spring 2010. • In English, students from 81B (basic essay) and 84W (basic college essay) received assistance on a weekly basis. Students in English completed directed learning activities which reinforced concepts learned in class. The directed learning activities kept students engaged by helping them spend more time on course-related tasks, and these activities encouraged peer-to-peer interactions. There were over 5,000 student contacts for Supplemental Instruction in English during Spring 2010. <p>A prototype of a standardized system for tracking tutoring services was developed with the assistance of the Office of Institutional Research, Academic Senate Tutoring Taskforce, Basic Skills Initiative Committee, Learning Resources, and Management Information Services. The common data elements will be student usage of instructional support services, length of time spent at all learning resource centers on campus, and the courses to which instructional support services were tied. Students using tutorial services across campus will sign in using a computerized tracking system. After the tracking system is deployed, the College will be able to track student usage patterns and measure the relationship between instructional support services and student academic achievement.</p>			

In the most recent annual assessment cycle, responses to the *Master Plan for Education* institutional objectives for 2009/2010 were also analyzed to provide quantifiable summary assessment data based on reports prepared by the functional areas primarily responsible for each objective. The four outcomes are:

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

DPAC reviewed assessment reports for each 2009/2010 institutional objective and rated the objective under these four criteria. The organizational units primarily responsible for the completion of each objective wrote the assessment reports for objectives and included explanations for objectives which were not completed. Most of the objectives have been completed (28.6 percent) or substantially completed (50 percent). Of note is that two of the three objectives rated as “addressed” (Objective 1 and 9) and two of the seven objectives rated as “substantially completed” (Objectives 12 and 13) served as reference points for the development of 2010/2011 institutional objectives.

2009/2010 Institutional Objectives Assessment



Summarized below are examples of objectives rated as "completed," "substantially completed," or "addressed." The full report is included in the *Master Plan for Education 2010/2011* update.

2009/10 Objective	Status	Outcomes or Next Steps
<p>OBJECTIVE 8 <i>Ensure that grant applications reflect and support the College's institutional goals and strategic initiatives and include adequate support for research and other grant administration functions.</i></p>	Completed	<p>In addition to a newly revised grant prospectus which requires grant applicants to identify how the grant relates to institutional priorities, the grants function directly tied its applications to Institutional Learning Outcomes:</p> <ul style="list-style-type: none"> • Three grants supported ILO #1—Personal Attributes. These grants also supported student populations traditionally underrepresented in higher education. • Four grants supported ILO #2—Analytic and Communication Skills, focusing primarily on the STEM disciplines. • Three grants supported ILO #3—Applied Social Knowledge and Values, specifically with regard to Global Citizenship. • Six grants supported ILO #4—Applied Knowledge and Valuation of the Physical World, targeting the development of programs in Sustainability. (In addition, four of the six supported the college strategic initiative to develop career technical programming.) • 13 grants supported the College's Strategic Initiative to develop career technical programming, including the previously mentioned grants to support the development of the Photovoltaic Systems Program/Sustainable Technologies Program; and • One grant supported the College's strategic initiative action plan to strengthen professional development initiatives for faculty and staff.

2009/10 Objective	Status	Outcomes or Next Steps
<p>OBJECTIVE 14 <i>Increase understanding, interpretation, and utilization of data by program staff for the purpose of program improvement.</i></p>	<p>Substantially Completed</p>	<ul style="list-style-type: none"> • Several departments going through program review were provided with one-on-one training on how to access data on their respective programs. • The Director of Matriculation Research met with the Program Review Committee to establish a standard set of data reports to be provided to each instructional program each academic year. • A new Institutional Research website has been launched to provide additional data and easily accessible reports to assist users in analyzing and improving programs.
<p>OBJECTIVE 1 <i>Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services.</i></p>	<p>Addressed</p>	<p>Used as reference for 2010/2011 Institutional Objective #10: Determine the impact Basic Skills Initiative programs have had on precollege students' basic skills course completion rates, and basic skills improvement rates.</p>

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

In addition to integrating the various planning documents into one cohesive document (the annual update of the *Master Plan for Education*), the College has undertaken several steps to assess its planning processes. For example, DPAC devoted several meetings this year to a more thorough review of the planning documents used in the development of institutional objectives for the 2010-2011 *Master Plan for Education* update.

Those recommendations that did not rise to the level of institutional objectives were assigned to the appropriate DPAC subcommittees, Academic Senate Joint Committees, college departments, or individuals to be addressed. For their regular monthly committee reports, DPAC subcommittees and resource liaison committees will be required to include an update on the status of addressing these issues. As a result, the institutional objectives for 2010/2011 reflect planning priorities of the entire institution and ensure that all products of the individual planning components will be addressed by the appropriate bodies and the results reported back to DPAC.

To complete the cycle of planning, implementation and assessment, DPAC will revisit the objectives with the appropriate organization to assess the success to which the respective objective was met. The table below illustrates the 2010/2011 institutional objectives, operational planning body to which the objective was assigned and the planning documents from which each originated.

<p style="text-align: center;">Planning Documents</p> <p>Institutional Objectives/ Responsible Area(s)</p>	<p>Program Review Recommendations</p>	<p>ACCJC Accreditation Recommendations</p>	<p>Strategic Initiative</p>	<p>Board of Trustees' Priorities</p>	<p>Academic Senate Objectives</p>	<p>Other Planning Documents</p>
<p>Objective #1: Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011.</p> <p>Responsible Areas: DPAC, Institutional Research, BRIC/TAP Team</p>		✓	✓	✓		
<p>Objective #2: Complete the Institutional Assessment Matrix for incorporation into the Master Plan for Education, beginning with the 2011-2012 update.</p> <p>Responsible Areas: Institutional Research, Academic Senate Joint S/ILO Committee, BRIC/TAP Team, DPAC</p>		✓		✓	✓	
<p>Objective #3: Analyze results from the recently completed regional economic scan to examine the viability of both current and potential SMC career technical education programs.</p> <p>Responsible Areas: Academic Affairs (Workforce and Economic Development), Academic Senate Joint CTE Committee</p>			✓	✓		
<p>Objective #4: Develop and implement with a plan for evaluation revenue-generating educational initiatives and partnerships that enhance and support the College's commitment to its mission in order to maintain or expand the instructional offering and services for all students.</p> <p>Responsible Areas: Academic Affairs, Institutional Development, Grants, College of the Future Committee, Academic Senate</p>			✓	✓		
<p>Objective #5: Implement the online curriculum management system.</p> <p>Responsible Areas: Academic Affairs, Academic Senate Joint Curriculum Committee</p>	✓	✓				
<p>Objective #6: Identify the true costs associated with bringing new facilities online and maintaining all elements of the College's infrastructure, including technology.</p> <p>Responsible Areas: Business/Administration; Human Resources; Information Technology; Budget, Facilities, Human Resources, and Technology Planning Subcommittees</p>				✓	✓	
<p>Objective #7: Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services.</p> <p>Responsible Areas: Academic Affairs-Learning Resources, Academic Senate Tutoring and Instructional Support Services Task Force, Management Information Systems</p>	✓	✓			✓	
<p>Objective #8: Assess current professional development activities to inform the development of a formal professional development plan for implementation in 2011-2012.</p> <p>Responsible Areas: Human Resources, Academic Senate Joint Professional Development Committee, DPAC Human Resources Planning Subcommittee</p>		✓			✓	

<div style="text-align: center;">Planning Documents</div> Institutional Objectives/ Responsible Area(s)	Program Review Recommendations	ACCJC Accreditation Recommendations	Strategic Initiative	Board of Trustees' Priorities	Academic Senate Objectives	Other Planning Documents
Objective #9: Develop a District-wide professional code of ethics that is aligned with the College's Mission, Vision, Values and Goals and reflective of activity to support continuous improvement in all instructional, operational, and service areas. Responsible Areas: Administration, in consultation with college constituencies and DPAC		✓				
Objective #10: Implement the comprehensive disaster preparedness plan training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA). Reference 2009-10 Institutional Objective #11: <i>Develop a comprehensive disaster preparedness plan training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).</i> Responsible Areas: Student Affairs and College Police						✓
Objective #11: Determine the impact Basic Skills Initiative programs have had on pre-college students' basic skills course completion rates, and basic skills improvement rates. Reference: 2009-10 Institutional Objective #1: <i>Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services.</i> Responsible Areas: Academic Affairs, Student Affairs, Institutional Research				✓		✓
Objective #12: Use the ongoing Management Information Systems analysis of computer system (ISIS, HRS, and County PeopleSoft) communication issues to develop mechanisms that reduce the number of errors related to the Human Resources System (HRS) and employee databases. Reference 2009-10 Institutional Objective #9: <i>Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.</i> Responsible Areas: Human Resources, Business/Administration, Information Technology		✓				
Objective #13: Implement the planned upgrade of the SMC website. Reference 2009-10 Institutional Objective #12: <i>Improve currency, accuracy and accessibility of the SMC website.</i> Responsible Areas: Enrollment Development, Academic Affairs, Information Technology	✓					

Planning Documents Institutional Objectives/ Responsible Area(s)	Program Review Recommendations	ACCJC Accreditation Recommendations	Strategic Initiative	Board of Trustees' Priorities	Academic Senate Objectives	Other Planning Documents
Objective #14: Implement the pilot ISIS Learning Outcomes Portal Project for collecting student learning outcomes data in Fall 2010, assess the pilot program at the end of Fall 2010 and make modifications determined necessary in Spring 2011. Reference 2009-10 Institutional Objective #13: <i>Develop collegewide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.</i> Responsible Areas: Enrollment Development, Office of Institutional Research, Academic Senate Joint S/ILO Committee, Academic Affairs		✓		✓	✓	

Resource allocation processes (i.e., mechanisms through which both general and categorical funds are allocated) are incorporated into the College's planning processes to ensure that limited resources (fiscal, human and facilities) are supportive of the College's long-term and short-term planning. As shown in the table below, several long-term and short-term planning processes have been tied to the various resource allocation processes:

SANTA MONICA COLLEGE
RESOURCE ALLOCATION

Examples of Relationship to Planning

ALLOCATION PROCESS	-----PLANNING DOCUMENT-----						
	Master Plan for Education	FACILITIES MASTER PLAN	TECHNOLOGY MASTER PLAN	PROGRAM REVIEW	ANNUAL BUDGET	Board Goals and Priorities	Academic Senate Objectives
WTH Allocation	•			•	•	•	
New Faculty Hiring	•			•	•	•	•
Staffing (replacement & new)	•			•	•	•	
Instructional Technology	•	•		•			•
Non-Technology Instructional Equipment			•	•			•
Non-Instructional Equipment & Technology			•	•			
Global Council	•			•	•	•	•
Sabbaticals & Fellowships				•			•
Grants	•	•	•	•	•	•	•
New Facilities	•	•		•	•	•	
VTEA (Perkins) CTE	•			•	•	•	•
Basic Skills Initiative	•			•	•	•	•

Finally, as part of an ongoing effort to enhance the college community's understanding of the College's planning process and how the various components are linked to the overall planning structure, several graphical representations of the College's planning structure, timelines and linkages have been created. Included in the enclosed *Master Plan for Education* update, these illustrations are designed to illustrate that planning components are interrelated and result in ongoing planning and assessment.

Additional Plans

Through ongoing assessment, the College will continue to modify and improve its planning process to ensure that the College achieves among its constituents a uniform understanding of the planning cycle.

Two of the 2010/2011 institutional objectives in particular form the foundation for this effort:

- Institutional Objective #1: Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011
- Institutional Objective #2: Complete the Institutional Effectiveness Matrix for incorporation into the *Master Plan for Education*, beginning with the 2011/2012 update

Recommendation 3

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

Description

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

In conjunction with the systematic integration of its planning and assessment efforts, the College has been working to identify the staffing and infrastructural needs of its Institutional Research organization to improve the efficacy of this function. As an immediate response to the Visiting Team's suggestions, the College's Department of Institutional Research has greatly expanded the information available on the College's website ([http://www.smc.edu/apps/comm.asp?\\$1=341](http://www.smc.edu/apps/comm.asp?$1=341)). The site now includes longitudinal data and trends with regard to student enrollment, demographic data, and success rates, as well as information specific to student enrollment and success rates in basic skills, career technical education and other specific programs.

Additionally, the Institutional Research function will take an active role in the BRIC TAP Project (**B**ridging **R**esearch, **I**nformation, and **C**ulture Initiative's **T**echnical **A**ssistance **P**rogram), a grant-funded project managed by the state Research and Planning Group. The primary goal of BRIC TAP is to improve student success by providing personalized support that will strengthen the capacity of the College to collaboratively analyze and act on information. The BRIC TAP Team has pledged to support the College's research and assessment efforts by:

- helping the College streamline the work of Institutional Research to allow for enhanced, evidence-based dialogue among Institutional Research staff and members of the college community;
- supporting and providing professional development opportunities to the college community to develop a culture of evidence throughout the College; and
- providing technical assistance on data usage to ensure maximum benefit from the research activities performed and the data generated from those activities.

Planned Recommendation Resolution

Two main components comprise the College's response to address this recommendation: 1) addressing the staffing needs of the Office of Institutional Research and 2) moving toward the goal of establishing a culture of evidence through the provision of timely, in-depth effectiveness measures.

Office of Institutional Research Staffing

The College recognizes the pivotal role that the Institutional Research function plays in all aspects of the College's planning, review/assessment processes and ongoing operations. To ensure that Institutional Research is tied into every level of the College's planning and assessment processes, two new employment classifications have been developed—Research Analyst and Senior Research Analyst.

- The Research Analyst will perform a variety of professional journey-level research and technical studies related to educational programs, planning, or development; provide statistical analyses and prepare and present reports on research results; administer surveys and collect data for analysis; and prepare and maintain data for the District's data warehouse.
- The Senior Research Analyst will perform a variety of complex, high-order statistical and analytical research and technical studies related to educational programs, planning, and development; perform highly skilled advanced professional work in the design of research projects, identify data sources, extract, analyze and document data; provide technical support to faculty, administrators and staff regarding research design, survey development, and test validation; and prepare and present final reports on research findings.

These two new employee classifications have been approved by the College's Personnel Commission and the Board of Trustees. Recruitment efforts are underway to fill the first research analyst position.

The analyst positions will report to the Director of Research (formerly the Director of Matriculation Research) who, in turn, reports to the Dean of Institutional Research. This structure will ensure that ongoing assessment is incorporated at every level of the planning/assessment cycle and that the assessments serve to inform and improve the College's ongoing planning efforts.

The Research Analyst will support the day-to-day, operational requests for data that the Office of Institutional Research receives each week. With the research analyst positions providing immediate response to departments requesting data for program review, state/federal reports, and other assessment needs, the Dean and Director of Institutional Research will be able to prioritize the critical, long-term research projects that enhance institutional effectiveness.

Moving Toward a Culture of Evidence through Timely, In-depth Analysis of Institutional Effectiveness

Two primary efforts are underway to resolve this part of Recommendation 3: the Institutional Effectiveness Matrix and the ISIS Learning Outcomes Portal Project.

Institutional Effectiveness Matrix

As described in the narrative for Recommendation 1, the College is in the process of developing an annual report of institutional effectiveness that will be used to assess the College's progress toward achieving its goals. The first Institutional Effectiveness report will be presented to the college community in late fall 2010.

The purpose of the report is to provide information to document the progress of the institution in meeting its goals, identify areas for improvement, and support planning and evaluation of college areas. The report will largely be guided by an institutional effectiveness matrix that provides evidence for institutional performance across categories that correspond with the five Institutional Learning Outcomes Supporting Goals:

- innovative and responsive academic environment
- supportive learning environment
- stable fiscal environment
- sustainable physical environment
- supportive collegial environment

For each of these areas, input, experience, and performance indicator data will be provided. The input and experience information includes both quantitative and qualitative data and provides a context for understanding the performance indicators or outcomes data. The indicators are tied to the College's Mission, Vision, Values and Goals, as well as the strategic initiatives and institutional objectives developed through the *Master Plan for Education* update process. The report will be updated annually.

ISIS Learning Outcomes Portal Project

Another tangible result of the College's reorganization effort is the pilot ISIS Learning Outcomes Portal Project designed to collect assessment data on student and institutional learning outcomes through the College's Integrated School Information System (ISIS) system. The ISIS Learning Outcomes Portal Project addresses two of the plans included in the College's Self-Study Report:

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

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

The Academic Senate Joint Student and Institutional Learning Outcomes Committee, the Office of Institutional Research and the Management Information Systems Department have partnered to develop this mechanism for capturing student learning outcomes data for every course section. Several aspects of the project are tied directly into research and assessment:

- Each course Student Learning Outcome will be mapped to appropriate Program, Certificate, or AA Degree Student Learning Outcomes.
- Each course Student Learning Outcome will be mapped to the appropriate Institutional Learning Outcome competencies.
- The Office of Institutional Research will prepare end-of-semester reports on the Student Learning Outcomes assessment results. Through these reports, faculty will have data on the percentage of students in each section who succeed on each of the assessed Student Learning Outcomes for that course.
- The Office of Institutional Research will generate reports for each department to show the relationship between demographics, length of time at SMC, English/Math preparation, and success on each course Student Learning Outcome. As Early Alert, counseling, and tutoring data become available, they too will be included in these reports. These reports will provide foundation data for program review.
- The Office of Institutional Research will also aggregate data across all courses mapped to Programs, Certificates, and AA degrees and report such data to aid programs as they go through annual reviews and prepare program review self-studies.
- The Office of Institutional Research will prepare institutional reports by aggregating data across the core competencies of the Institutional Learning Outcomes.

As shown in the figures on the following pages (which use Chemistry courses as an example), the Student Learning Outcomes for each course are entered into the ISIS system. The second figure shows how the system allows each Student Learning Outcome to map to the Institutional Learning Outcomes:

<http://isismc02.smc.edu/?p=120:1:1887503593685599::NO:RP::> - DEPT_SLO - Windows Internet Explorer

File Edit View Favorites Tools Help

Department Course Name

SLO Listing

	Course Name	SLO#	SLO Text	First Semester	Last Semester
<input type="button" value="Edit"/>	CHEM 9	1	When given a current event scenario about global warming, students will be able to analyze and discuss the data and potential solutions, using acid/base calculations and appropriate chemical formulas.	20103	99999
<input type="button" value="Edit"/>	CHEM 9	2	Students will be able to write an analysis about some of the current drugs and poisons readily available in today's marketplace.	20103	99999
<input type="button" value="Edit"/>	CHEM 10	1	The student will demonstrate the ability to solve chemical problems using logical procedures based on well-established scientific principles.	20103	99999
<input type="button" value="Edit"/>	CHEM 10	2	The student will be able to use chemical theories to explain and predict observable phenomena, using the principles developed in Chemistry 10.	20103	99999
<input type="button" value="Edit"/>	CHEM 10	3	When conducting an experiment, the student will follow written procedures accurately and safely, demonstrate competence with lab equipment and measuring devices, and record data clearly and precisely.	20103	99999
<input type="button" value="Edit"/>	CHEM 11	1	The student will demonstrate the ability to solve scientific problems by following logical procedures based on well-established scientific principles.	20103	99999
<input type="button" value="Edit"/>	CHEM 11	2	The student will follow written procedures used in the general chemistry laboratory accurately and safely. When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate conclusions based on the gathered data and scientific principles.	20103	99999
<input type="button" value="Edit"/>	CHEM 11	3	The student will be able to relate microscopic theories to macroscopic observations specifically using the chemical principles developed in Chemistry 11 to explain observable phenomena.	20103	99999
<input type="button" value="Edit"/>	CHEM 12	1	The student will demonstrate the ability to solve scientific problems by following logical procedures based on well-established scientific principles.	20103	99999
<input type="button" value="Edit"/>	CHEM 12	2	The student will follow written procedures used in the general chemistry laboratory accurately and safely. When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate	20103	99999

Edit SLO

Course Name

SLO # First Sem Last Sem

Text

200 of 1200

ILO Map

1. PERSONAL ATTRIBUTES

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

- 1. Self-Discipline (Regular Attendance, Timeliness)
- 2. Academic Honesty
- 3. Team Work and Interpersonal Skills

2. ANALYTIC & COMMUNICATION SKILLS

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.

- 1. Content Knowledge (as defined by Course Objectives)
- 2. Skills (Laboratory techniques, CTE skills)
- 3. Information Literacy (Source Selection)
- 4. Technology Literacy

Results Achieved to Date

As discussed above, two new research positions have been developed and recruitment efforts to fill the first research position are underway. To support additional research positions, the College also is including, when appropriate, budget requests in grant applications to support ongoing assessment of grant-related objectives. By including a research component in grants, as appropriate, the research and assessment functions will be further woven into the fabric of Santa Monica College's programs and services.

The second portion of the recommendation is also nearing resolution. The draft Institutional Effectiveness Matrix is in progress and the first report will be produced in late fall 2010. The programming for the ISIS Learning Outcomes Portal Project is complete and most of the instructional departments have agreed to include at least some of their courses in the initial pilot during the fall 2010. Results from the pilot implementation will be reviewed at the end of fall 2010, and after incorporating any modifications resulting from this evaluation, the pilot will continue during the spring 2011 semester.

Additional Plans

The pivotal role Institutional Research plays in the College's planning and assessment functions is reflected in the institutional objectives included in the 2010/2011 update to the Master Plan for Education:

- Institutional Objective #1: Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011
- Institutional Objective #2: Complete the Institutional Effectiveness Matrix for incorporation into the Master Plan for Education, beginning with the 2011/2012 update
- Institutional Objective #7: Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services
- Institutional Objective #11: Determine the impact Basic Skills Initiative programs have had on pre-college students' basic skills course completion rates, and basic skills improvement rates
- Institutional Objective #14: Implement the pilot ISIS Learning Outcomes Portal Project for collecting student learning outcomes data in Fall 2010, assess the pilot program at the end of Fall 2010, and make modifications determined necessary in Spring 2011

Reference Documents

Primary References:

Master Plan for Education 2010/2011 Update

Master Plan for Education 2009/2010 Update

Other References:

Academic Senate Objectives (included in the *Master Plan for Education 2010/2011 Update*)

Board of Trustees Priorities (included in the *Master Plan for Education 2010/2011 Update*)

Board of Trustees Minutes, September 7, 2010: Approval to establish new classifications (Research Analyst and Senior Research Analyst):

http://www.smc.edu/projects/32/Trustees_Meeting_Information/Board_of_Trustees_Meetings/2010/9-7-2010_Minutes.pdf

Board Policy 2210, Academic Senate:

http://www.smc.edu/projects/32/Board_Policy_Manual/BP_2000_Gen_District.pdf

BRIC/TAP Participation Agreement: http://www.smc.edu/projects/37/2009-2010_Agenda_Minutes/BRIC_TAP_Description.pdf

DPAC Annual Report 2009/2010:

http://www.smc.edu/Projects/31/District_Planning_and_Advisory_Council/Annual_Report_2009-10.pdf

DPAC Minutes: July 2010 – September 2010 (2009/2010 Minutes included in DPAC Annual Report)

Institutional Effectiveness Matrix Report Draft

Job Description: Research Analyst:

<http://agency.governmentjobs.com/smc/default.cfm?action=viewclassspec&classSpecID=773475&agency=1381&viewOnly=yes>

Job Description: Senior Research Analyst:

<http://agency.governmentjobs.com/smc/default.cfm?action=viewclassspec&classSpecID=773487&agency=1381&viewOnly=yes>

Master Plan for Facilities 2010 Executive Summary (included in the *Master Plan for Education 2010/2011 Update*)

Master Plan for Technology 2009/2010 and 2010/2011 Objectives (included in the *Master Plan for Education 2010/2011 Update*)

Personnel Commission Minutes, August 18, 2010: Approval of new classification descriptions (Research Analyst and Senior Research Analyst): [http://www.smc.edu/Projects/188/Minutes - 2010-2011/August_18.2010_FINAL_RegularMINUTES.pdf](http://www.smc.edu/Projects/188/Minutes_-_2010-2011/August_18.2010_FINAL_RegularMINUTES.pdf)

Personnel Commission Transfer Opportunity Announcement for the Research Analyst Position, October 4, 2010

Program Review Annual Report of Overarching Trends and Recommendations (included in the *Master Plan for Education* 2010/2011 Update)

Strategic Planning Initiatives (included in the *Master Plan for Education* 2010/2011 Update)

ACCREDITATION MIDTERM REPORT

MARCH 2013

SUBMITTED TO

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

BY

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Vision, Mission and Goals

Changing Lives in the Global Community through Excellence in Education

Vision

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

Mission

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

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

Goals

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

Institutional Learning Outcomes:

Santa Monica College students will:

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

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

Supporting Goals

Innovative and Responsive Academic Environment

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

Supportive Learning Environment

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

Stable Fiscal Environment

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

Sustainable Physical Environment

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

Supportive Collegial Environment

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

Statement on Report Preparation

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



Dr. Chui L. Tsang
Superintendent/President

March 6, 2013

Board of Trustees Acceptance

BOARD OF TRUSTEES	ACTION
SANTA MONICA COMMUNITY COLLEGE DISTRICT	March 5, 2013

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 1

SUBJECT: **ACCREDITATION MID-TERM REPORT AND STUDENT LEARNING OUTCOMES IMPLEMENTATION REPORT**

SUBMITTED BY: Executive Vice-President

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

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

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

MOTION MADE BY: Susan Aminoff

SECONDED BY: Rob Rader

STUDENT ADVISORY: Aye

AYES: 7

NOES: 0

RESPONSE TO THE RECOMMENDATIONS OF THE 2010 ACCREDITING TEAM

Recommendation 1

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

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

- Beginning with 2010-2011, the annual update to the *Master Plan for Education* has been greatly expanded to include, at least in summary form, the major institutional planning documents that contribute to its development. The expanded *Master Plan for Education* annual update brings together all of the various planning components and shows the interrelatedness of those components.
- Beginning with the 2010 *Master Plan for Education* update, responses to the *Master Plan for Education* institutional objectives from the prior year have been analyzed to provide quantifiable summary assessment data based on reports prepared by the functional areas primarily responsible for each objective.
- The District Planning and Advisory Council (DPAC) has refined its development of institutional objectives to ensure that these objectives are truly institutional in scope, measurable, and appropriate for completion within a year. As a result, the number of institutional objectives has been within the range of ten to fifteen for the last three years, as compared to an all-time high of 52 in 2008-2009. This has resulted in higher completion rates (79% either Completed or Substantially Completed in both 2009-2010 and 2010-2011; 82% in 2011-2012) and a more

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

- In Fall 2011, the College completed the second instance of its long-term strategic planning process. This included a review (resulting in minor revisions) of the College's Vision, Mission, and Goals statements; evaluation of the institutional planning process involving both quantitative and qualitative measures; and development of two new strategic initiatives to guide planning efforts for the next five years. (This is documented in the 2012 *Master Plan for Education* update.)
- Assessment of the Program Review Planning Recommendations, DPAC Annual Report, Institutional Effectiveness Report, Board of Trustees Priorities, the Academic Senate Objectives, Accreditation Recommendations and other planning documents form the basis for development of institutional objectives for the *Master Plan for Education* update. This ensures a complete cycle of planning, implementation and assessment.
- The College's budget is linked to both institutional planning and operational planning through the annual budget development efforts. At the institutional level, the DPAC Budget Planning Subcommittee evaluates the budget in accordance with the College's Vision, Mission, Values, Goals, Strategic Initiatives, and Institutional Objectives and moves recommendations through DPAC to the Superintendent/President prior to the budget being submitted to the Board of Trustees for adoption. The DPAC Budget Planning Subcommittee also reviews quarterly budget reports and makes recommendations to inform institutional decisions.
- As the planning process has matured, the relationship between annual institutional objectives and specific budget allocations has become more direct. For example, two 2011-2012 institutional objectives were responsible for over \$1 million in new general fund budget allocations for four targeted areas—supplemental instruction, information technology, instructional equipment, and facilities maintenance. Furthermore, the institutional objective supporting supplemental instruction was the direct result of data from an Institutional Research study illustrating the contribution of this intervention to student success.
- To better align the planning processes, the timeline associated with some components of the College's planning process has changed from one based on the fiscal year to one based on the calendar year. This transformation has allowed planning processes to be linked in a more logical and productive manner. For example, DPAC reviews the annual Program Review Planning Recommendations (now based on the calendar year) in the spring to facilitate earlier formulation of institutional objectives based upon this report, therefore bringing completion of the annual update of the *Master Plan for Education* closer to the beginning of the new fiscal year. This revised timeline has better aligned development of the budget with the overall planning process and provides for a closer linkage of planning at the unit/department level to the overall planning process.

- The College is implementing an annual program review update to document and enhance the alignment of unit-level planning with institutional planning. Completed each year by all college programs (instructional, student and instructional services, and operational) and submitted through the program review process, this report of consistent measures provides longitudinal information for programs to use as they complete their in-depth, comprehensive program review self-studies every six years. The online report format includes Student Learning/Service/Unit outcomes assessment analyses as well as other effectiveness measures and will enable each program to maintain documentation over time that will automatically populate certain fields in the comprehensive program review self-studies, which are also moving to an online format.
- A comprehensive planning process assessment instrument, the Institutional Effectiveness Report, is prepared annually by the College's Office of Institutional Research. The report now includes a Dashboard component to facilitate measurement of progress toward selected student achievement and other institutional goals throughout the year. The Institutional Effectiveness Report serves as an overarching method for capturing the results of the College's ongoing annual planning and assessment processes.
- Graphical representations of the planning processes, the organizations responsible for those processes, and the relationships between various planning documents and annual institutional objectives are now included in the *Master Plan for Education*. These diagrams and illustrative aids represent the systematic nature of the College's planning process and show how the various components fit together and are interrelated. The goal of this effort is to ensure that the entire college community understands and fully embraces the concept of ongoing planning and assessment.

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

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

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

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

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

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

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

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

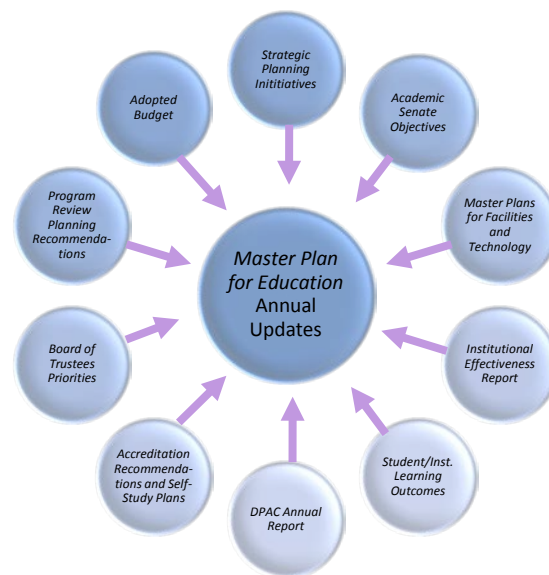
justification, including the relationship of the request to planning goals and learning/service/unit outcomes.

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

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

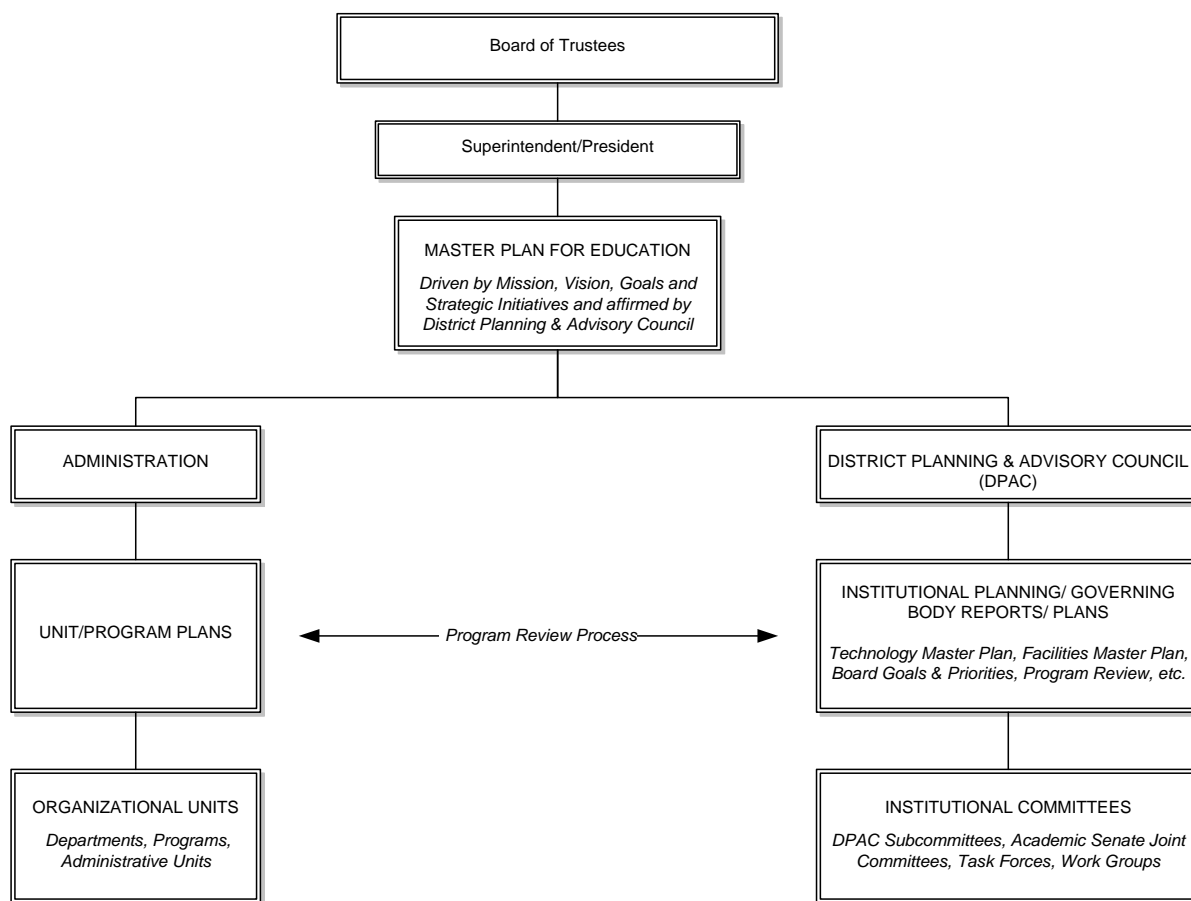
The annual updates to the *Master Plan for Education* form the core of the College's planning cycle, providing the annual roadmap that both coordinates and relies upon recommendations, assessments and other forms of input of varying levels from other planning functions including:

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



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

As mentioned above, the *Master Plan for Education* is the core of the College’s ongoing planning process. The cross-functional relationship between the various planning documents as well as the inter-relationship between these documents, planning components, and the organizational units responsible for planning are illustrated below.



In addition to enhancing the usefulness of the *Master Plan for Education*, Santa Monica College has transformed its assessment efforts to make them ongoing, comprehensive and more explicit. The relationship between planning, evaluation, and assessment is based on the premise that the College’s Vision, Mission, and Goals are best supported through strategic planning, effective implementation and ongoing assessment. This cyclical process, which uses assessment results to evaluate the success of planned strategies and inform and refine them on an ongoing basis, creates the foundation for future planning actions. This also ensures that planning is integrated with the fulfillment of common institutional goals.

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

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

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

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

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

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

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

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

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

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

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

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

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

***GRIT (Growth/Resilience/Integrity/Tenacity)**—to enhance student success and enrich the college community by focusing attention on non-cognitive attributes like grit, perseverance, dedication, integrity, thoughtfulness, and engagement*

***I³ (Institutional Imagination Initiative)**—to envisage a future for the SMC community that focuses on fostering, nurturing, and valuing imagination, creativity, and innovation, including the exploration of intriguing new pedagogical and structural models and the role of technology to guide the process of preparing students for accelerating change, careers that are yet to exist, and access to educational opportunity*

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

Recommendation 2

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

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

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

- The Office of Institutional Research will lead the development of a systematic evaluation process that ultimately moves the institution from program-based assessments to those that are institutional in scope.
- The Student and Institutional Learning Outcomes Committee will establish ways to store the data for the assessments in a database system to facilitate and enhance the analysis of data from year to year.

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

The ISIS Learning Outcomes Portal offers several key features:

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

- The Office of Institutional Research prepares end-of-semester reports on the Student Learning Outcomes assessment results. Through these reports, the college community has access to data on the percentage of students in each section who succeed on each of the assessed Student Learning Outcomes for that course.
- The Office of Institutional Research generates reports for each department to show the relationship between demographics, length of time at SMC, English/Math preparation, and success on each course Student Learning Outcome. As Early Alert, counseling, and tutoring data become available, they too will be included in these reports. These reports provide foundation data for program review.
- The Office of Institutional Research also aggregates data across all courses mapped to Programs, Certificates, and AA degrees and reports such data to aid programs as they go through annual reviews and prepare program review self-studies.
- The Office of Institutional Research prepares institutional reports by aggregating data across the core competencies of the Institutional Learning Outcomes.

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

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

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

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

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

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

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

- What have your SLO/SUO/UO assessments revealed or confirmed since your last report?
- Discuss and summarize conclusions drawn from data, assessments (SLO, SUO, UO) or other indicators and indicate any responses or programmatic changes planned for the coming year
- Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year.

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

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

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

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

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

Department: Physical Sci
Course Name:

SLO Listing

Course Name	SLO#	SLO Text	First Semester	Last Semester
Edit CHEM 9	1	When given a current event scenario about global warming, students will be able to analyze and discuss the data and potential solutions, using acid/base calculations and appropriate chemical formulas.	20103	99999
Edit CHEM 9	2	Students will be able to write an analysis about some of the current drugs and poisons readily available in today's marketplace.	20103	99999
Edit CHEM 10	1	The student will demonstrate the ability to solve chemical problems using logical procedures based on well-established scientific principles.	20103	99999
Edit CHEM 10	2	The student will be able to use chemical theories to explain and predict observable phenomena, using the principles developed in Chemistry 10.	20103	99999
Edit CHEM 10	3	When conducting an experiment, the student will follow written procedures accurately and safely, demonstrate competence with lab equipment and measuring devices, and record data clearly and precisely.	20103	99999
Edit CHEM 11	1	The student will demonstrate the ability to solve scientific problems by following logical procedures based on well-established scientific principles.	20103	99999
Edit CHEM 11	2	The student will follow written procedures used in the general chemistry laboratory accurately and safely. When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate conclusions based on the gathered data and scientific principles.	20103	99999
Edit CHEM 11	3	The student will be able to relate microscopic theories to macroscopic observations specifically using the chemical principles developed in Chemistry 11 to explain observable phenomena.	20103	99999
Edit CHEM 12	1	The student will demonstrate the ability to solve scientific problems by following logical procedures based on well-established scientific principles.	20103	99999
Edit CHEM 12	2	The student will follow written procedures used in the general chemistry laboratory accurately and safely. When completing a lab report, the student will correctly apply the scientific method by making reasonable estimates of experimental uncertainties and drawing appropriate conclusions based on the gathered data and scientific principles.	20103	99999
Edit CHEM 12	3	The student will be able to relate microscopic theories to macroscopic observations specifically using the chemical principles developed in Chemistry 12 to explain observable phenomena.	20103	99999

Figure 1: SLOs for Chemistry Classes

Edit SLO

Course Name

SLO # First Sem Last Sem

Text

200 of 1200

ILO Map

1. PERSONAL ATTRIBUTES

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

- 1. Self-Discipline (Regular Attendance, Timeliness)
- 2. Academic Honesty
- 3. Team Work and Interpersonal Skills


2. ANALYTIC & COMMUNICATION SKILLS


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.

- 1. Content Knowledge (as defined by Course Objectives)
- 2. Skills (Laboratory techniques, CTE skills)
- 3. Information Literacy (Source Selection)
- 4. Technology Literacy

Figure 2: Mapping an SLO to ILOs for Chemistry 9

View / Enter Student Learning Outcomes for Section 133- POL SC 51

 **REMINDER:**
Please remember to click on the [Submit SLO] button to save the SLO responses/outcomes that you will enter.

 **Section 133 - POL SC 51 Student Learning Outcomes**

Submit SLO

BENJAMIN

#	Student Learning Outcomes	Outcomes	Student ID
1	Exhibit, through their behavior and course work, strong ... more	Meets Standard	880
2	Demonstrate through oral and written work knowledge ... more	Meets Standard	880
3	Be proficient in the analytical, and communication ... more	Not Assessed	880

JULIO

#	Student Learning Outcomes	Outcomes	Student ID
1	Exhibit, through their behavior and course work, strong ... more	Does Not Meet Standard	123
2	Demonstrate through oral and written work knowledge ... more	Does Not Meet Standard	123
3	Be proficient in the analytical, and communication ... more	Not Assessed	123

EMMANUELLE

#	Student Learning Outcomes	Outcomes	Student ID
1	Exhibit, through their behavior and course work, strong ... more	Not Assessed	110
2	Demonstrate through oral and written work knowledge ... more	Not Assessed	110
3	Be proficient in the analytical, and communication ... more	Not Assessed	110

BRIANNE

#	Student Learning Outcomes	Outcomes	Student ID
1	Exhibit, through their behavior and course work, strong ... more	Meets Standard	935
2	Demonstrate through oral and written work knowledge ... more	Meets Standard	935
3	Be proficient in the analytical, and communication ... more	Meets Standard	935

LINDY

Figure 3: Student Roster for Recording SLO Data

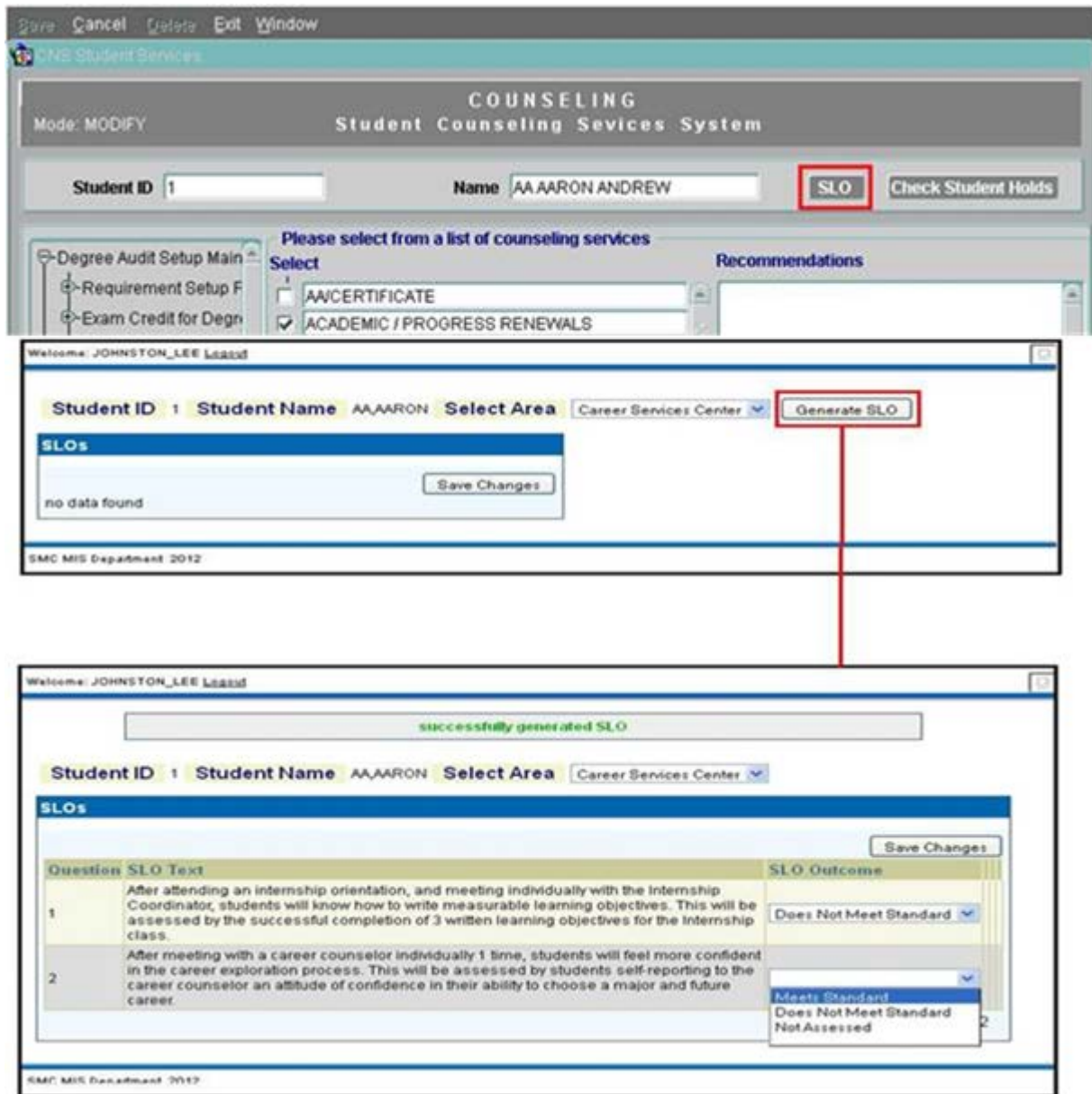


Figure 4: Counseling Portal for SLOs Entry and Data Collection

Recommendation 3

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

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

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

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

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

(<http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Pages/default.aspx>)

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

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

- Innovative and Responsive Academic Environment
- Supportive Learning Environment
- Stable Fiscal Environment
- Sustainable Physical Environment
- Supportive Collegial Environment

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

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

- Each course Student Learning Outcome is mapped to appropriate Program, Certificate, or AA Degree Student Learning Outcomes.
- Each course Student Learning Outcome is mapped to the appropriate Institutional Learning Outcome competencies.
- The Office of Institutional Research prepares end-of-semester reports on the Student Learning Outcomes assessment results. Through these reports, faculty are provided data on the percentage of students in each section who have succeeded on each of the assessed Student Learning Outcomes for that course.
- The Office of Institutional Research can then generate reports for each department to show the relationship between demographics, length of time at SMC, English/Math preparation, and success on each course Student Learning Outcome. As Early Alert, counseling, and tutoring data become available, they too will be included in these reports. These reports provide foundation data for program review.
- The Office of Institutional Research can also aggregate data across all courses mapped to Programs, Certificates, and AA degrees and report such data to aid programs as they go through annual reviews and prepare program review self-studies.
- The Office of Institutional Research can prepare institutional reports by aggregating data across the core competencies of the Institutional Learning Outcomes.

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

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

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

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

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

Recommendation 4

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

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

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

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

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

Recommendation 5

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

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

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

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

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

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

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

Recommendation 6

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

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

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

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

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

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

Recommendation 7

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

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

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

Recommendation 8

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

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

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

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

Fairness

Members of the college community will treat others fairly.

Responsibility

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

Integrity

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

Civility

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

References:

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

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

Recommendation 9

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

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

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

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

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

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

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

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

RESPONSE TO 2010 INSTITUTIONAL SELF-STUDY PLANS FOR IMPROVEMENT

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

Plans Addressing All Supporting Goals

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

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

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

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

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

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

- ❖ *The Student and Institutional Learning Outcomes Committee will establish ways to store the data for the assessments in a database system to facilitate and enhance the analysis of data from year to year. (IIA.1(c), IIA.2(a), IIA.2(b), IIA.2(e), IIA.2(f), IIA.3, IIA.3(a), IIA.3(b), IIA.3(c))*

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

- ❖ *The Student and Institutional Learning Outcomes Committee and the Office of Institutional Research will work with departments and programs to ensure that the assessments being used are appropriate, yield the information being sought, and are consistent from year to year so that comparisons can be made and sustained and continuous improvement will be achieved. (IIA.1(c), IIA.3, IIA.3(a), IIA.3(b), IIA.3(c), IVB.2(a), IVB.2(b))*

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

Innovative and Responsive Academic Environment

- **Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community**
- ❖ *The College will formalize and implement the framework for assessing learning outcomes at the course, program and institutional level. (IA.1)*

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

- ❖ *The College will develop a cohort-based study to assess the achievement of Institutional Learning Outcomes and student satisfaction with academic and student support programs and explore how such assessment tools could be extended to or adapted for alumni as well. (IIA.1, IIA.1(a), IIA.2(a), IIA.2(b), IIA.2(e), IIA.3, IIA.3(a), IIA.3(b), IIA.3(c), IIA.5)*

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

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

- ❖ *The Academic Senate Joint Distance Education Committee will develop for students an “effective practices” document for distance learning along with an assessment tool to help determine their readiness and aptitude for online learning. (IIA.1(b))*

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

- ❖ *The College will offer more basic skills noncredit courses to address the needs of basic skills students who have reached the limit of 30 units in credit basic skills classes yet need additional assistance in basic skills areas. (IIA.2)*

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

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

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

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

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

- ❖ *The College will evaluate methods and technologies designed to facilitate the College’s efforts to collect performance data of Santa Monica College students who have transferred and/or gained employment. (IIA.5)*

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

- ❖ *The College will ensure that program level learning outcomes for all certificates and degrees will be included in the annual catalog, the online catalog, department websites and in relevant Counseling Department publications. (IIA.6)*

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

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

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

Supportive Learning Environment

- **Provide access to comprehensive student learning resources such as library, tutoring, and technology**
- **Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid**
- ❖ *The College will integrate assessment and evaluation into the process for planning, developing and implementing new programs from their inception. (IB.3)*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Stable Fiscal Environment

- **Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources**
- ❖ *The College will review all options pertaining to linking its budget to sustaining sufficient levels of faculty, management and staff needed for effective college operations. (IIIA.2)*

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

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

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

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

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

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

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

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

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

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

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

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

Sustainable Physical Environment

- **Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings, and technology**
- ❖ *The College will establish priorities in planning for maintenance needs and appropriate staffing to meet maintenance requirements of new buildings as they are occupied and become operational. (IIIB.1(b))*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Supportive Collegial Environment

- **Employ decision making and communication processes that respect the diverse needs of the entire college community**
- ❖ *The College will formalize the process for reviewing and revising the mission statement to ensure that the process is systematic and corresponds to the needs of the institutional culture and valid, accepted practices for research and evaluation. (IA.1, IA.2)*

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

- ❖ *The Academic Senate Joint Program Review Committee will develop a tool to help departments more clearly and consistently report their efforts to inform program improvements via the learning outcome assessment cycle. (IIA.1, IIA.1(c), IIA.2(a), IIA.2(b), IIA.2(e))*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

REFERENCE DOCUMENTS

List of Reference Documents

Academic Support Services 2010-2012 Summary Report

Accreditation Follow-Up Report (2010)

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

CurricUNET Screenshots

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

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

Faculty Professional Development Needs Assessment Survey (2011)

Institutional Effectiveness Reports (2011, 2012)

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

Program Review Formats

- Six-Year
- Annual

Program Review Planning Recommendations (2010, 2011)

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

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

Student Evaluation Form

Tutoring Services Brochure