

## 1 STANDARD IVA: LEADERSHIP AND GOVERNANCE

2  
3 **IVA.1 Institutional leaders create and encourage innovation leading to institutional**  
4 **excellence. They support administrators, faculty, staff, and students, no matter what**  
5 **their official titles, in taking initiative for improving the practices, programs, and**  
6 **services in which they are involved. When ideas for improvement have policy or**  
7 **significant institution-wide implications, systematic participative processes are used to**  
8 **assure effective planning and implementation.**  
9

### 10 Evidence of Meeting the Standard

11  
12 Santa Monica College has a long-standing reputation for leadership and innovation in  
13 teaching, learning, and student achievement. As noted in the 2014-2015  
14 Superintendent/President's [Report](#) to the Board of Trustees, "*Santa Monica College*  
15 *continues to exemplify distinction in higher education, as an institution of innovation and*  
16 *excellence, one that nimbly and strategically evolves to meet shifting education and job*  
17 *training needs.*"<sup>1</sup> This commitment to innovation permeates all aspects of the College's  
18 culture. Innovation is broadly recognized and noted, either directly or indirectly, in both the  
19 College's Vision and Mission statements: the Vision of Santa Monica College is to "*be a*  
20 *leader and innovator in learning and achievement,*" while the Mission speaks of providing a  
21 learning environment "*that encourages personal and intellectual exploration.*" Exploration  
22 by its very nature is innovative and change-inspiring, which supports the College's catch  
23 phrase: "*Changing Lives in the Global Community through Excellence in Education.*"  
24

25 In addition, this focus on exploration and innovation at the institutional, program, and student  
26 level is clearly expressed in the College's [Institutional Learning Outcomes](#).<sup>2</sup> Through its  
27 innovative programs and services, the College helps students pursue their intellectual  
28 curiosities with self-confidence, self-discipline, and integrity and to develop the applied skills  
29 necessary to access, evaluate, and interpret ideas, images, and information critically in a  
30 global environment, while engaging with diverse people in a sustainable and ethical manner.  
31 These outcomes are achieved through the College's Supporting Goals to provide the  
32 following:

- 33 • An innovative and responsive academic environment;
- 34 • A supportive learning environment;
- 35 • A stable fiscal environment;
- 36 • A sustainable physical environment; and
- 37 • A supportive collegial environment.

38  
39 The [Vision, Mission, Institutional Learning Outcomes, and Supporting Goals](#) are used as the  
40 basis for all institutional decision-making from the *Master Plan for Education* objectives, to  
41 budget augmentations, to new program development.<sup>3</sup> These written commitments to  
42 innovation, excellence, and student learning and achievement are included in nearly all  
43 planning documents for use by faculty, staff, administrators, students, Board of Trustees  
44 members, and others. As instructional programs, student support services, and administrative  
45 units develop and implement their individual and collective goals and objectives, the  
46 College's administrative processes from budget development to program review require that

47 they align their requests for additional support and funding, as well as all program decision-  
48 making and activity, with these institutional goals and outcomes. Through this alignment,  
49 there is college wide awareness of the College's goals, values, and commitment to  
50 innovation.

51  
52 While the Board of Trustees and the Superintendent/President are responsible for setting the  
53 vision and direction of the College, effective innovation occurs at all levels of the college  
54 community. It is the responsibility of the Superintendent/President to serve as a catalyst for  
55 innovation and to create a forum that allows faculty and staff to cultivate innovative ideas.  
56 Many of the College's most creative ideas start with the faculty and staff and move through  
57 the administration, which allocates the needed human and financial resources to bring these  
58 ideas to fruition. Examples of notable projects that emerged through college collaborations  
59 include:

- 60 • [Bachelor's Degree](#) in Interactive Design;<sup>4</sup>
- 61 • Community College [Pathway to Law School](#) grant;<sup>5</sup>
- 62 • Science, Technology, Engineering, and Math (STEM) related efforts that resulted  
63 several grants such as NASA's Minority University Research and Education Project  
64 ([MUREP](#));<sup>6</sup>
- 65 • [Public Policy Institute](#)<sup>7</sup> and related [degree](#) and certificate programs;<sup>8</sup>
- 66 • [Promo Pathway](#), which trains under-represented talent for the entertainment field;<sup>9</sup>  
67 and
- 68 • [Student Equity funds](#), which support innovative ideas proposed by various  
69 programs.<sup>10</sup>

## 71 **Process for Ensuring Participation in the Development/Implementation of Innovation**

72  
73 [Participatory governance](#) is addressed in several board policies and administrative  
74 regulations: Board Policy Manual Article 2200, Participatory Governance, includes BP 2210,  
75 Academic Senate; BP 2220, Classified Staff; BP 2230, Associated Students; BP 2240,  
76 Management Association; and BP 2250, District Planning and Advisory Council.<sup>11</sup>

77  
78 There are several avenues for ensuring that all administrators, faculty, and staff have the  
79 ability to participate in the development and implementation of innovative ideas that improve  
80 the College's programs and practices. The College's central planning body is the District  
81 Planning and Advisory Council (DPAC), which serves as both a catalyst and clearing house  
82 for innovative ideas. For example, the Program Review Committee's [Annual Report](#)<sup>12</sup>  
83 presents overarching, institutional recommendations for college wide improvement and  
84 innovation stemming from issues that the committee identifies through its review of the  
85 annual and six-year program review reports. These often serve as the basis for institutional  
86 objectives included in the *Master Plan for Education* annual updates. In addition to  
87 innovative ideas brought forward through reports and recommendations from DPAC  
88 Planning Subcommittees and Academic Senate Joint committees, ideas for innovation may  
89 be brought to DPAC through an [agenda form](#).<sup>13</sup>

90  
91 Strategic Initiatives also arise from individual faculty and staff. For example, the College's  
92 [GRIT Initiative](#)<sup>14</sup> was developed from an article read by a full-time faculty member who

93 shared its relevance and potential impact with other members of the institution through the  
94 committee structure. DPAC later identified GRIT as a strategic priority for which the Board  
95 of Trustees, and the Superintendent/President approved resources to support the initiative. In  
96 2013-2014, the Board included GRIT as [Goal #2](#) in its Goals and Priorities.<sup>15</sup>

97  
98 Programs and services may identify new program-level initiatives through the program  
99 review process, aligning these initiatives with identified needs. By including new initiatives  
100 in the program review process, programs can begin the process of obtaining institutional  
101 support.

102  
103 Institutional planning committees may also propose new projects or improvements, such as  
104 the projects identified above. Between DPAC and the Academic Senate, there are nearly 25  
105 different planning committees focused on content areas such as technology, human  
106 resources, distance learning, career technical education, and student instructional support.  
107 Each of these committees is tasked with informing and guiding institutional efforts for  
108 ongoing program improvement in their respective areas and they utilize institutional data to  
109 identify needs and concerns and make recommendations to the Academic Senate and/or  
110 DPAC for improvements.

111  
112 Board Goals and Priorities have also emphasized innovation. In 2013-2014, the subtitle of  
113 the document was “Our Commitment to Access, Quality, Innovation and Sustainability.”  
114 Goal #4 in 2014-2015 and Goal #7 in 2015-2016 also mention [innovation](#).<sup>16</sup> Some  
115 innovation ideas originate from Board members, such as the idea for the Public Policy  
116 Institute.

117  
118 Students may also propose innovative projects and/or initiatives by working with the  
119 Associated Students of Santa Monica College in conjunction with faculty, staff, and/or  
120 administrators either individually or as part of a program and/or committee. Recent  
121 examples are the student-led development of [Consent Month](#)<sup>17</sup> as part of nationwide events  
122 in recognition of National Sexual Assault Awareness Month and the [Organic Learning  
123 Garden](#) where students grow their own food while learning about food systems and their  
124 impact on the earth.<sup>18</sup>

125  
126 The Santa Monica College Foundation provides support to innovative projects at the  
127 program/department level through the [President’s Circle Award for Innovation and Progress](#).  
128 This award, established in 2012-2013, has funded collaborative projects supporting the  
129 Modern Languages and Cultures Department, Film Studies, the Design Technology Program,  
130 and the Science and Research Initiative (in 2014-2015, the award was split between two  
131 programs).<sup>19</sup>

132  
133 The Santa Monica College Foundation also offers several Chairs of Excellence awards each  
134 year to exceptional faculty members pursuing innovative avenues to advance learning  
135 opportunities for students. The [Chairs of Excellence](#) awards<sup>20</sup> have been established for  
136 specific academic disciplines by the generous donations of individuals and corporations.  
137 There are currently Chairs of Excellence in Life Science, Physical Science, Earth Science,

138 Music, Performing Arts, Art, Nursing, Business, Community, and Philosophy and Social  
139 Sciences.

140

141 **Analysis**

142

143 The College has worked to integrate innovative planning and program development with the  
144 tenets of participatory governance and institutional effectiveness to ensure that ideas for  
145 improvement have the support of the college community and will improve student learning  
146 and achievement. Ideas for improvement that have significant institution wide implications  
147 and/or address a pressing institutional need may be included in the *Master Plan for*  
148 *Education* and/or identified as a Strategic Initiative. For example, the allocation of resources  
149 such as [disbursement of Student Equity funds](#) involves participation from college wide  
150 constituents.<sup>21</sup> The ideas and initiatives that are institutional in scope and with the broadest  
151 base of support, as well as the greatest need for improvement, tend to move to the  
152 institutional planning level most readily.

153

154 The College will adhere to its participatory governance processes as it begins its next five-  
155 year strategic planning process beginning Fall 2016. DPAC will take the lead, identifying a  
156 work group of faculty, staff, administrators, and students who will consider data-driven  
157 internal needs and concerns coupled with external trends at the local, state, and national  
158 levels. From this information, the College will establish two or three Strategic Initiatives that  
159 will help identify new programs during the next five years as well as determine the allocation  
160 of resources.

161

162 As with all planning activities, the strategic planning process is a college wide effort and all  
163 members of the college community are encouraged to participate, even if they are not formal  
164 members of the Strategic Planning Task Force. However, feedback from the constituency  
165 groups suggests that not everyone on campus is aware of the College's planning processes  
166 and/or how to put forth innovative ideas for consideration as part of the strategic plan.

167

168 **Plan**

169

170 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
171 continue to monitor its progress. However, the College has identified the following action  
172 plans to improve its planning process.

173

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
<b>Objective:</b> Coordinate the five-year strategic planning process.			
Outreach to all college constituent groups to ensure broad participation.	DPAC	Fall 2016	Broad representation for the strategic planning process.
Convene regular meetings of the Strategic Planning Task Force.	Strategic Planning Task Force Chair and Co-Chair	2016-2017	Regular meetings ensure progress and active participation. Agendas and minutes will be posted on the college website to inform the entire college community of the Task Force's progress.
Develop Strategic Initiatives that reflect the College's commitment to its Mission, Vision, and Goals.	Strategic Planning Task Force DPAC	2016-2017	Strategic Initiatives developed that reflect participation from all college groups and are approved by the Board of Trustees.
Review and revise the Mission, Vision, and Goals of the College.	Strategic Planning Task Force DPAC	2016-2017	Mission, Vision, and Goals to reflect the College's current priorities and goals.

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**IVA.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in the decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

**Evidence of Meeting the Standard**

Santa Monica College has established and implemented clear board policies and administrative regulations that guide the institutional planning and decision-making process, including policies that outline who is involved and how ideas are brought forth for consideration. Board Policy (BP) 2140, [Institutional Planning](#),<sup>22</sup> sets forth the requirement that the Superintendent/President will implement “a Board-approved broad-based comprehensive, systematic, and integrated system of planning” that includes “appropriate segments of the College community” and is “supported by institutional effectiveness research.” BP 2250, [District Planning and Advisory Council](#),<sup>23</sup> further stipulates that DPAC serves as “the College’s primary planning body” and coordinates institutional planning.

In this role, DPAC makes recommendations to the Superintendent/President on matters that are not otherwise the primary responsibility of the [Academic Senate \(BP 2210\)](#), [Classified Staff \(BP 2220\)](#), [Associated Students \(BP 2230\)](#), or the [Management Association \(BP 2240\)](#).<sup>24</sup> These issues include budget, facilities, human resources, instruction, student services and technology planning. DPAC also develops the annual *Master Plan for Education* and oversees the strategic planning process. The Superintendent/President considers each recommendation put forth by DPAC and makes decisions in the best interest

202 of the College, its Mission, and its students, faculty, staff, and programs. When the  
203 Superintendent/President acts counter to a DPAC [recommendation](#),<sup>25</sup> immediate [feedback](#) is  
204 provided to DPAC regarding the decision.<sup>26</sup>

205  
206 As outlined in BP 2250, DPAC includes representatives of the faculty, including both the  
207 Academic Senate and the Faculty Association, the classified staff through the California  
208 School Employees Association (CSEA) Chapter 36, the students as representatives of the  
209 Associated Students, and management through the Management Association. DPAC  
210 establishes its own procedures and is responsible for reviewing and revising these  
211 procedures. The following paragraphs outline the specific planning responsibilities of each  
212 of these groups.

213  
214 **Academic Senate:** BP 2210 recognizes the Academic Senate *“as the body which represents*  
215 *the faculty in collegial governance relating to academic and professional matters.”* This  
216 policy stipulates that the Board of Trustees will *“rely primarily”* upon the advice and  
217 judgment of the Academic Senate regarding grading policies, faculty roles and involvement  
218 in accreditation processes, and the assessment of faculty professional development needs.

219  
220 Other academic and professional matters are subject to the mutual agreement process through  
221 Academic Senate joint committees. These include curriculum matters; degree and certificate  
222 requirements; educational program development; standards or policies regarding student  
223 preparation and success; District and College governance structures as related to faculty  
224 roles; policies for faculty professional development activities; processes for program review;  
225 processes for institutional planning and budget development; policies for academic personnel  
226 matters; and other academic and professional matters as mutually agreed upon between the  
227 Board of Trustees and the Academic Senate.

228  
229 Academic Senate joint committees have both faculty and administrative representation.  
230 Some Academic Senate committees also include classified staff representation and/or student  
231 representatives who attend as interested parties, but not as voting members.

232  
233 **Classified Staff:** BP 2220 outlines the role of classified staff in the College’s participatory  
234 governance structure. Per this policy and in accordance with Title 5, Section 51023.5,  
235 classified staff are encouraged to participate in the formation of college policies and  
236 procedures, as well as in processes which have, or will have, a significant effect on classified  
237 staff.

238  
239 **Associated Students:** The role and responsibilities of the Associated Students are outlined in  
240 BP 2230. As noted in this policy, the Associated Students are encouraged *“to voice opinions*  
241 *and make recommendations to the administration of the College and the Board of Trustees*  
242 *with regard to District and College policies and procedures that have or will have significant*  
243 *effect on the student body.”*

244  
245 Students are actively engaged in all levels of institutional planning and not only propose  
246 innovative ideas, but support viable solutions to which they may allocate their resources. In  
247 May 2015, the Associated Students revised its [Fiscal Policy](#)<sup>27</sup> to further clarify the principles

248 and processes by which the Associated Students allocates its money. Projects funded by the  
249 Associated Students include:

- 250 • Providing 50 percent of the funding needed to support the College’s partnership with  
251 the City of Santa Monica’s Big Blue Bus system, under which students who have  
252 paid their Associated Students fee may ride “[any line, any time](#)” at no cost.<sup>28</sup>
- 253 • Providing [food vouchers](#) to low-income students.<sup>29</sup>
- 254 • Awarding [scholarships](#) to students who are traditionally underrepresented in study  
255 abroad programs, including low-income and ethnic minority students.<sup>30</sup>

256

257 **Management Association:** BP 2240 recognizes the Santa Monica College Management  
258 Association as a professional organization chartered to promote the success and professional  
259 development of all academic managers, classified managers, and confidential staff. The  
260 Management Association may present proposals to the Superintendent/President and to  
261 College committees regarding policies, administrative regulations, and procedures for which  
262 they have expertise, exclusive of collective bargaining issues.

263

### 264 **Policies Guiding Participation in DPAC and Other Planning Processes**

265

266 [Administrative Regulation 2250](#),<sup>31</sup> which was developed from the [DPAC Charter](#),<sup>32</sup> further  
267 clarifies the administrative functions of DPAC. The administrative regulation also  
268 establishes DPAC roles, meeting guidelines, and committee structures and identifies several  
269 of the Academic Senate joint committees as planning resources. DPAC relies on the  
270 recommendations and guidance of these committees to carry out its planning functions,  
271 including the development of the *Master Plan for Education* annual update and the five-year  
272 Strategic Initiatives.

273

### 274 **Analysis**

275

276 Although decision-making is often affected by external circumstances, such as the condition  
277 of the state budget and legislation, the college community works together to ensure that the  
278 planning process is transparent, inclusive, and collegial. The College works continuously to  
279 improve its operating policies, procedures, and practices to ensure that planning, decision-  
280 making, and implementation are working together to achieve the Mission of the College.  
281 Recent changes in the program review process (e.g., developing an online annual program  
282 review reporting mechanism to augment the six year reporting cycle, described in Standard  
283 IA) and the annual budgeting process (e.g., implementing the Personnel and Budget  
284 Augmentation Request system to document resource allocation to planning documents,  
285 described in Standard IIID) are two examples of how the constituency groups work through  
286 the committees and senior administration to effect change.

287

288 With regard to student participation, students are identified as one of DPAC’s four primary  
289 constituency groups. As such, they have full voting rights on all matters brought before  
290 DPAC and its subcommittees. Unfortunately, the Associated Students has struggled to  
291 secure enough student participation to be fully represented on these committees. In addition,  
292 meetings are often held at times when participating students are not available, and thus, while  
293 they are invited and welcomed, they simply cannot attend due to schedule conflicts. The

294 committees still must address their agendas, resulting in recommendations that progress  
295 without student input.

296  
297 However, the College community has been working to address this concern with favorable  
298 results. The participation of student representatives on college wide committees continues to  
299 increase as a result of extensive recruitment efforts on the part of the Associated Students  
300 Board of Directors. As of Spring 2016, sixteen students are participating on various DPAC  
301 and Academic Senate joint committees. In addition, students serve as members of the  
302 Associates Students' Board of Directors and their six committees. While the committees of  
303 the Associated Students do not report directly to DPAC, the student representatives share  
304 relevant news and concerns about student activities through their monthly report to DPAC.

305  
306 Overall, Santa Monica College's planning and decision-making process works well, but the  
307 District has also had its challenges. For example, during the Spring of 2012, diminished state  
308 funding forced the College to dramatically reduce course offerings despite strong student  
309 demand. The Board of Trustees considered offering self-funded classes/open-enrollment  
310 contract education programs at cost to the students. The campus community, including the  
311 students, vetted this issue for several months at board meetings, at Board of Trustee study  
312 sessions, and during DPAC meetings. Although contentious at times, the College continued  
313 its dialogue. Subsequently, the Board decided not to go ahead with the self-funded classes

314  
315 **Plan**

316  
317 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
318 continue to monitor its progress.

319  
320  
321 **IVA.3 Administrators and faculty, through policy and procedures, have a**  
322 **substantive and clearly defined role in institutional governance and exercise a**  
323 **substantial voice in institutional policies, planning, and budget that relate to their areas**  
324 **of responsibility and expertise.**

325  
326 **Evidence of Meeting the Standard**

327  
328 As noted in IVA.2, DPAC serves as the central planning body through which administrators  
329 and faculty have a substantive and clearly defined role in institutional governance and  
330 exercise a substantial voice in institutional policies, planning, and budget that relate to their  
331 areas of responsibility and expertise. Its [membership](#),<sup>33</sup> as outlined in Administrative  
332 Regulation 2250, includes four members of the faculty (two identified by the Academic  
333 Senate and two identified by the Faculty Association), four members of the administration  
334 (two identified by the Management Association and two identified by the Superintendent/  
335 President), two members representing classified staff, and two members representing the  
336 Associated Students. The CSEA President, Academic Senate President, Faculty Association  
337 President, Management Association President, and the Superintendent/President serve on  
338 DPAC and identify one additional member of their respective constituency groups.

339

340 Each of the faculty and management constituency groups also identify two representatives to  
341 participate on the DPAC planning subcommittees, including Budget Planning, College  
342 Services Planning, Facilities Planning, Human Resources Planning, and Technology  
343 Planning. As such, each committee includes four administrators and four faculty appointed  
344 by the constituency president. These committees are led by co-chairs, one of whom is  
345 elected by the committee and one of whom is appointed by the Superintendent/President.

346

347 Four of the Academic Senate joint committees, which include both faculty and management  
348 representation at a two-to-one ratio, serve as planning resources for DPAC. These  
349 committees include Program Review, Curriculum, Student Affairs, and Institutional  
350 Effectiveness. The Chairs, who are faculty members, and the Vice Chairs, who are  
351 administrators, of these Academic Senate joint committees attend all DPAC meetings. In  
352 addition, the Chair of the Academic Senate Department Chairs Committee is a resource and  
353 attends all meetings.

354

### 355 *Analysis*

356

357 Through the College's broad-based, comprehensive, systematic, and integrated system of  
358 planning, which includes more than 25 committees that guide institutional planning and  
359 budget development in all areas of student learning and achievement, both faculty and  
360 administrators are adequately represented in the planning and decision-making process and  
361 have a substantive and clearly-defined role in institutional governance. The existing  
362 committee structure facilitates constituency group involvement at all levels and the active  
363 involvement of content experts in the process from the ground up. Faculty and  
364 administrators work closely with classified staff and students in a participatory governance  
365 structure to make recommendations to the Superintendent/President. The committees  
366 regularly review their internal processes for effectiveness and make revisions to operating  
367 procedures as necessary.

368

### 369 *Plan*

370

371 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
372 continue to monitor its progress.

373

374

375 **IVA.4 Faculty and academic administrators, through policy and procedures, and**  
376 **through well-defined structures, have responsibility for recommendations about**  
377 **curriculum and student learning programs and services.**

378

### 379 *Evidence of Meeting the Standard*

380

381 Santa Monica College's board policies and administrative regulations clearly outline the  
382 roles and responsibilities of faculty and administrators in the curriculum and student learning  
383 processes. Specifically, BP 2210 notes that faculty have the primary responsibility for  
384 establishing and enforcing grading policies. Other academic and professional matters related

385 to curriculum and student learning programs and services are subject to the mutual agreement  
386 process through the Academic Senate joint committees as discussed in IVA.3.

387  
388 All new programs, courses, degrees – including the [courses](#)<sup>34</sup> and [degree](#)<sup>35</sup> for the new  
389 baccalaureate program – and certificates, as well as all program, course, and  
390 degree/certificate revisions, must be approved by the Curriculum Committee. Instructional  
391 programs initiate new and revised programming through CurricUNET, which is available  
392 through the Curriculum Committee [website](#),<sup>36</sup> and then present to the Curriculum Committee  
393 for review and approval. Each year, the Curriculum Committee prepares an [annual report](#)<sup>37</sup>  
394 that summarizes its activities and decisions, including all new and revised programs, courses,  
395 and degree/certificate requirements.

396  
397 Other Academic Senate joint committees are also heavily engaged in the curriculum  
398 development process. One of these is the [Distance Education Committee](#),<sup>38</sup> which makes  
399 recommendations to the Academic Senate regarding all facets of distance education. In  
400 2009, the Distance Education program reached a milestone where certificate programs  
401 offered were 50% or more online, which prompted the College to submit a [Substantive](#)  
402 [Change proposal](#) to the Accrediting Commission for Community and Junior Colleges.<sup>39</sup>

403  
404 The Career Technical Education (CTE) Committee is actively involved in new programs and  
405 courses related to CTE. In 2013-2014, the committee took the lead in identifying the  
406 College's first baccalaureate program. The turnaround time on this decision-making and  
407 application process was short, and the Superintendent/President, with agreement from the  
408 Academic Senate, charged the Academic Senate Joint Career Technical Education  
409 Committee with [recommending a program](#) through the committee's participatory governance  
410 structure.<sup>40</sup>

411  
412 The faculty are also actively engaged in matters pertaining to other areas of student learning  
413 and support. The Academic Senate Joint Student Instructional Support Committee makes  
414 recommendations to the Academic Senate regarding strategic planning for Supplemental  
415 Instruction, tutoring, and other student instructional support services.

416  
417 **Analysis**

418  
419 Faculty and administrators are actively involved in the decision-making processes that guide  
420 the development, implementation, and assessment of curriculum and other student learning  
421 programs and services. The Academic Senate Joint Curriculum Committee sits at the  
422 forefront of these efforts and maintains an aggressive review schedule that ensures all new  
423 and revised curricula are carefully screened prior to approval and implementation. The  
424 Curriculum Committee receives significant support from other committees in carrying out its  
425 responsibilities.

426  
427 **Plan**

428  
429 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
430 continue to monitor its progress.

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432

433 **IVA.5 Through its system of board and institutional governance, the institution**  
434 **ensures the appropriate consideration of relevant perspectives; decision-making aligned**  
435 **with expertise and responsibility; and timely action on institutional plans, policies,**  
436 **curricular changes, and other key considerations.**

437

438 **Evidence of Meeting the Standard**

439

440 Santa Monica College has established a board and institutional governance system that  
441 ensures the appropriate consideration of relevant perspectives, shared decision-making  
442 aligned with expertise and responsibility, and timely action on institutional plans, policies,  
443 and curricular changes. All members of the college community are encouraged to participate  
444 in the governance process and supported in these efforts, including students and classified  
445 staff.

446

447 **Appropriate Consideration of Relevant Perspectives**

448

449 As noted throughout this standard, DPAC is the College's central planning body and board  
450 policy mandates that all college constituent groups are represented on DPAC, including  
451 faculty, staff, administrators, and students, thus ensuring the appropriate consideration of  
452 relevant perspectives. Each of DPAC's planning subcommittees also promotes inclusivity by  
453 including representatives from each of the constituent groups.

454

455 BP 2220, [Participatory Governance for Classified Staff](#),<sup>41</sup> outlines the process for engaging  
456 classified staff representatives on institutional planning committees. The College facilitates  
457 the participation of classified staff by reviewing requests for committee memberships and  
458 releasing staff from their duties to participate on committees.

459

460 As discussed in Standard IVA.2, BP 2230, [Participatory Governance for Associated](#)  
461 [Students](#),<sup>42</sup> outlines the steps to be taken to facilitate student participation. This includes the  
462 opportunity to be involved in College governance processes that lead to recommendations to  
463 the Superintendent/President and the Board of Trustees regarding these policies and  
464 procedures in collaboration with the appropriate College groups.

465

466 In addition to participating on College governance groups, all constituent groups are given  
467 the opportunity to provide a monthly update to the Board of Trustees during its monthly  
468 meetings.

469

470 **Decision-Making Aligned with Expertise and Responsibility**

471

472 The College includes content experts on all committees, including classified staff, as  
473 appropriate, either as voting members through the participatory governance structure or as  
474 advisory members, ad hoc members, or interested parties. This participation ensures that the  
475 committees have access to the expertise they need to make informed decisions. An example  
476 of a committee that includes content experts is the DPAC Technology Planning

477 Subcommittee, which includes key technological resource experts from Network Services  
478 and Distance Education.

479

### 480 **Timely Action on Institutional Plans, Policies, and Curricular Changes**

481

482 The current committee structure, which includes approximately 25 committees working as  
483 part of DPAC or the Academic Senate, helps to ensure that the content experts address key  
484 institutional issues as they arise and have the authority to make recommendations. An  
485 example of this intentional composition is the College's Curriculum Committee, which  
486 includes several key faculty and administrators who are in a position to facilitate the  
487 curriculum process from Board approval to implementation, including the Dean of  
488 Instruction, the Dean of Counseling and Retention, and the Articulation Officer. In addition,  
489 the Dean of Library and Information Services and the Associate Dean of Online Services and  
490 Support provide technical assistance and consultation to department chairs as they develop  
491 and submit new curricula and programs.

492

493 A non-instructional example arose from the unusually long period of extremely hot  
494 temperatures during Summer and early Fall of 2015. Given that the College is located within  
495 miles of the Pacific Ocean, not all of its buildings have air conditioning. As such, when the  
496 temperature rose that summer, many of the College's facilities, including classrooms and  
497 work spaces, were excessively warm to the point that students, faculty, and staff were not  
498 coming to class. DPAC immediately addressed the issue and made a recommendation to the  
499 Superintendent/President to address the situation through whatever means possible. The  
500 Superintendent/President accepted the recommendation and the DPAC Facilities Planning  
501 Subcommittee and the Facilities team were charged to cost out potential short- and long-term  
502 solutions. While Facilities immediately implemented temporary solutions, the Facilities  
503 Planning Subcommittee further researched the cost of more [permanent solutions](#) and  
504 presented these to DPAC in February 2016.<sup>43</sup> The College is working on an interim solution  
505 that, while costly, addresses the immediate concern.

506

### 507 **Analysis**

508

509 The College has established a comprehensive governance system that includes the  
510 participation of all four constituency groups, including students, faculty, staff, and  
511 administrators, and relies on subject matter experts from these constituency groups to help  
512 guide the planning and decision-making process. While the Superintendent/President is  
513 responsible for the day-to-day decision-making of the institution, the College's governance  
514 system, which includes DPAC, the Academic Senate, and a number of subcommittees, makes  
515 recommendations to the Superintendent/President to inform his/her decision making. The  
516 composition of these committees, as well as any task forces that emerge as other issues arise,  
517 is intentional so that experts familiar with the issues are available to advise the planning and  
518 recommendation process.

519

520 Plan

521

522 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
523 continue to monitor its progress.

524

525

526 **IVA.6 The processes for decision-making and the resulting decisions are documented**  
527 **and widely communicated across the institution.**

528

529 Evidence of Meeting the Standard

530

531 As noted in BP 1210, [Powers and Responsibilities of the Board](#),<sup>44</sup> it is the responsibility of  
532 the Board of Trustees to make rules and regulations for the operation of the District, but that  
533 the Board generally delegates that authority to the Superintendent/President, retaining the  
534 right to review rules and regulations for harmony with board policies. While DPAC is the  
535 College's primary planning body, institutional decision-making is the responsibility of the  
536 Superintendent/President who relies on many different sources to help guide his/her decision-  
537 making, including recommendations from DPAC, input from the administrative team, and  
538 feedback from external constituency groups.

539

540 For any issue and/or action that is the specific purview of DPAC, including the budget,  
541 facilities, human resources, and technology planning, DPAC is responsible for reviewing  
542 proposed institutional planning documents and action items and making recommendations to  
543 the Superintendent/President. Many of these items are first reviewed by the respective  
544 planning subcommittees, which then make a recommendation to DPAC. DPAC may accept,  
545 deny, or alter these recommendations prior to making a recommendation to the  
546 Superintendent/President. The Superintendent/President carefully considers each  
547 recommendation and shares his/her decision with DPAC prior to implementation. For items  
548 that require board approval, including issues concerning the budget, the  
549 Superintendent/President forwards his/her recommendation on to the Board of Trustees for  
550 review and final approval. The Board votes on all action items, publicly recording the vote  
551 of each Trustee. These votes become part of the public record. An example of this process is  
552 the development of the BP 3122, [Sexual Misconduct](#).<sup>45</sup> The DPAC Human Resources  
553 Planning Committee developed a draft policy and [forwarded the draft to DPAC](#).<sup>46</sup> DPAC  
554 [recommended](#)<sup>47</sup> the policy be adopted which the [Board adopted the policy](#).<sup>48</sup>

555

556 As a result of this process, all institutional decision-making is carefully recorded in public  
557 record via meeting agenda and minutes from subcommittee discussions and decision-making  
558 to Board of Trustees review and approval. [Minutes from these meetings](#) are posted on the  
559 College's website and available to anyone who is interested.<sup>49</sup> The College also prepares and  
560 distributes a [monthly summary](#) of all Board decisions, actions, and discussions.<sup>50</sup>

561

562 The Academic Senate and its joint committees prepare a report as outlined in BP 2210.  
563 These committees meet regularly to identify and address issues within their purview and  
564 forward recommendations to the Academic Senate. Recommendations within the Academic  
565 Senate joint committees require mutual agreement for all academic and professional matters,

566 except grading, faculty roles in accreditation, and the assessment of faculty professional  
567 development needs. Mutual agreement means that the policy and implementation  
568 recommendations must be agreed upon by all members of the committee, including the  
569 faculty and administrative representatives.

570  
571 All actions and decisions of the Academic Senate are also [posted online](#) and made available  
572 to the public.<sup>51</sup> In a similar fashion, members of other college constituency groups report to  
573 their respective groups regarding all matters under consideration in the joint committees, as  
574 well as when a recommendation has been made and forwarded for further consideration.

575  
576 **Analysis**

577  
578 The college community has been working diligently to strengthen communication between  
579 and among constituency groups, promote transparency within the decision-making process,  
580 and improve trust among the college community. One of the first steps was the creation of  
581 DPAC which, as the College’s central planning body, includes input from all four of the  
582 College’s constituency groups. There has been lingering concern that the  
583 Superintendent/President was not providing sufficient feedback to DPAC when a  
584 recommendation was not accepted. To address this concern, during the 2014-2015 academic  
585 year, DPAC added a standing agenda item to all meeting agendas entitled “Response from  
586 Superintendent/President.” Since the implementation of this item, all recommendations  
587 forwarded to the Superintendent/President have included a response from the  
588 Superintendent/President in subsequent meetings which are documented in meeting minutes.  
589 The Superintendent/President may require additional time to make a decision, which is also  
590 noted in the minutes.

591  
592 **Plan**

593  
594 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
595 continue to monitor its progress.

596  
597  
598 **IVA.7 Leadership roles and the institution’s governance and decision-making**  
599 **policies, procedures, and processes are regularly evaluated to assure their integrity and**  
600 **effectiveness. The institution widely communicates the results of these evaluations and**  
601 **uses them as the basis for improvement.**

602  
603 **Evidence of Meeting the Standard**

604  
605 Leadership roles and institutional governance and decision-making policies, procedures, and  
606 processes are evaluated annually through various mechanisms designed to assure their  
607 integrity and effectiveness. As outlined in Standard IVB, the Santa Monica College Board of  
608 Trustees evaluates the performance and effectiveness of the Superintendent/President on an  
609 annual basis in accordance with BP 1280, [Evaluation of the Superintendent/ President](#).<sup>52</sup>  
610 Likewise, as outlined in Accreditation Standard IVC, the Santa Monica College Board of  
611 Trustees, on an annual basis in accordance with BP 1270, Board Self-Evaluation, evaluates

612 its own effectiveness in setting and addressing the Board’s priorities and ensuring the overall  
613 effectiveness of the College in achieving its Mission, Goals, and Institutional Learning  
614 Outcomes.

615  
616 The Superintendent/President’s annual performance evaluation is confidential. However, the  
617 Board’s vote to extend/continue the Superintendent/President’s contract is public and an  
618 indicator of the Board’s continued satisfaction with the Superintendent/President’s  
619 performance. The public is invited to the [study session](#) conducted throughout the year by the  
620 Board of Trustees.<sup>53</sup> The purpose of the summer study session is to review the Board’s  
621 progress in achieving the Board’s Goals and Priorities and to set new priorities for the coming  
622 year. Furthermore, the Superintendent/President, as part of his/her evaluation, prepares for  
623 the Board of Trustees an [annual report](#) of significant accomplishments that have occurred at  
624 the institutional, program, and/or individual level to provide evidence of accomplishing the  
625 Board’s adopted annual Goals and Priorities.<sup>54</sup> These reports are public documents.

626  
627 Santa Monica College also evaluates the effectiveness of its governance structure on an  
628 annual basis. DPAC, for example, submits an [annual report](#) that documents its actions.<sup>55</sup>  
629 This evaluation of effectiveness occurs at all levels of the governance process from the work  
630 of individual task forces established to address new and emerging issues, to subcommittee  
631 activities, to the [composition of DPAC](#) and its functions, and the Academic Senate. Each  
632 DPAC subcommittee reviews its charge early in the academic year and makes revisions as  
633 necessary.

634  
635 DPAC also reviews its charge each year to ensure its relevancy and proposes changes as  
636 necessary. The [most recent review](#) occurred in October 2015<sup>56</sup> and resulted in several  
637 significant changes, including specific language regarding institutional planning and the  
638 development of institutional objectives (*Master Plan for Education*), as well as a change to  
639 the quorum requirement for DPAC subcommittees in response to low meeting attendance by  
640 student representatives. DPAC changed the quorum requirement to be “*a simple majority of*  
641 *subcommittee members appointed by employee constituency groups,*” for a total of seven of  
642 twelve members. This change has significantly improved the ability of the DPAC  
643 subcommittees to exercise their respective institutional planning responsibilities.

644  
645 Another procedural change that occurred as a result of DPAC’s annual evaluation process  
646 was the development of an [Agenda Request Form](#) that allows input from constituency  
647 members not currently serving on DPAC or its subcommittees.<sup>57</sup> This change was made  
648 based on feedback from constituency groups. Before an item is added to the DPAC agenda,  
649 it is reviewed by the Council of Presidents for relevancy and appropriateness as outlined in  
650 the [revised DPAC Charter](#) (October 2015).<sup>58</sup> The development of this form has helped  
651 facilitate communication between the constituency groups and the planning bodies.

652  
653 The Academic Senate evaluates its effectiveness in much the same way as DPAC with the  
654 Academic Senate joint committees reviewing their [goals and objectives](#)<sup>59</sup> at the beginning of  
655 each year and presenting a [summary report](#) to the Academic Senate of their activities at the  
656 end of each year.<sup>60</sup> The year begins with a fall planning retreat to set goals for each  
657 committee and ensure that the chairs and co-chairs of the Academic Senate joint committees

658 are aware of their charge and what is expected of them. Each committee also provides  
659 regular updates to the Academic Senate during monthly meetings.  
660  
661 Meeting minutes from both DPAC and the Academic Senate, including a summary of each  
662 committee's [monthly report](#), are posted on the College's website and accessible by all  
663 members of the college community, both internal and external.<sup>61</sup>  
664  
665 Finally, the College's senior staff members, which consist of the Superintendent/President,  
666 the division vice presidents, legal counsel, and any invited guests, meet weekly to review and  
667 address the overall functioning of the institution.  
668  
669 **Analysis**  
670  
671 Santa Monica College annually evaluates its leadership roles and governance and decision-  
672 making mechanisms as outlined in board policy. This information is used to improve  
673 policies, procedures, and processes as necessary, as well as to identify other areas of concern  
674 that may need to be addressed through the planning processes. With the exception of the  
675 Superintendent/President's performance evaluation, all evaluation feedback is communicated  
676 to the college community through the College's website.  
677  
678 **Plan**  
679  
680 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
681 continue to monitor its progress.  
682  
683

684 **LIST OF STANDARD IVA EVIDENCE**

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- 1 IVA1\_Superintendent\_Annual\_Report\_to\_the\_Board\_2014-15.pdf
- 2 IVA1\_ILOs\_and\_Core\_Compencies.pdf
- 3 IVA1\_District\_Mission\_Vision\_and\_Goals.pdf
- 4 IVA1\_IxD\_Baccalaureate\_Proposal.pdf
- 5 IVA1\_Pathway\_Law\_School\_grant\_proposal.pdf
- 6 IVA1\_MUREP\_Grant.pdf
- 7 IVA1\_Public\_Policy\_Institute.pdf
- 8 IVA1\_Public\_Policy\_AA\_Degree.pdf
- 9 IVA1\_PromoPathway\_SMCInFocus.pdf
- 10 IVA1\_Equity\_Funding\_Proposal\_Template.pdf
- 11 IVA1\_Article2200\_and\_related\_BPs\_ParticipatoryGovernance.pdf
- 12 IVA1\_Program\_Review\_2013\_DPAC\_Report.pdf
- 13 IVA1\_DPAC\_Request\_Form.pdf
- 14 IVA1\_GRIT\_Initiative.pdf
- 15 IVA1\_BT\_Agenda\_8-6-2013\_Goals\_and\_Priorities.pdf
- 16 IVA1\_BT\_Priorities\_Goals\_2010-2015.pdf
- 17 IVA1\_Consent\_Flyer.pdf
- 18 IVA1\_Organic\_Learning\_Garden.pdf
- 19 IVA1\_SMC\_Foundation\_Innovation\_Progress\_Awards\_2015.pdf
- 20 IVA1\_Chairs\_of\_Excellence.pdf
- 21 IVA1\_2015-2016\_Planning\_Committee\_and\_Collaboration\_SMCStudentEquityPlan.pdf
- 22 IVA2\_BP\_2140.pdf
- 23 IVA2\_BP\_2200-2250.pdf
- 24 IVA2\_BP\_2200-2250.pdf
- 25 IVA2\_DPAC\_Minutes\_4-27-2016.pdf
- 26 IVA2\_Superintendent\_Response\_to\_DPAC\_2-24-2016.pdf
- 27 IVA2\_Associated\_Students\_Fiscal\_Policy\_approved\_May\_2015\_11th\_edition.pdf
- 28 IVA2\_AnyLineAnyTime.pdf
- 29 IVA2\_AssocStudents\_BoardMtg\_Minutes\_12-10-15.pdf
- 30 IVA2\_AS\_Scholarship\_book\_2014-2015.pdf
- 31 IVA2\_AR\_2250.pdf
- 32 IVA2\_DPAC\_Charter\_11-09.pdf
- 33 IVA2\_AR\_2250.pdf
- 34 IVA4\_Curriculum\_Committee\_Minutes\_Approval\_of\_IxD\_Courses.pdf
- 35 IVA4\_Curriculum\_Committee\_Minutes\_2-17-16\_Approving\_Baccalaureate\_Degree.pdf
- 36 IVA4\_Curriculum\_Committee\_webpage.pdf
- 37 IVA4\_Curriculum\_Annual\_Report\_2014-2015.pdf
- 38 IVA4\_Distance\_Education\_Committee\_webpage.pdf
- 39 IVA4\_DE\_Substantive\_Change\_Proposal
- 40 IVA4\_AS\_Minutes\_3-1-2016\_with\_BS\_Approval.pdf
- 41 IVA5\_BP\_2200.pdf
- 42 IVA5\_BP\_2230.pdf
- 43 IVA5\_DPAC\_Minutes\_2-24-2016.pdf
- 44 IVA6\_BP\_1210.pdf
- 45 IVA6\_BP\_3122.pdf
- 46 IVA6\_DPAC\_Minutes\_5-13-2015.pdf
- 47 IVA6\_DPAC\_Minutes\_6-10-2015.pdf
- 48 IVA6\_BT\_Minutes\_6-2-2015.pdf
- 49 IVA6\_Board\_of\_Trustees\_Meeting\_Information.pdf
- 50 IVA6\_BT\_Meeting\_Summary\_email.pdf

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51	IVA6_Academic_Senate_webpage.pdf
52	IVA7_BP_1270-1280.pdf
53	IVA7_BT_Study_Session_Agenda_3-15-2016.pdf
54	IVA1_Superintendent_Annual_Report_to_the_Board_2014-15.pdf
55	IVA7_DPAC_Annual_Report_2014-2015.pdf
56	IVA7_DPAC_Minutes_10-28-2015.pdf
57	IVA4_DPAC_Request_Form.pdf
58	IVA7_Agenda_Setting_from_DPAC_Charter_and_Organization_2015-2016.pdf
59	IVA7_AcademicSenate_GoalsandObjectives_2015 2016
60	IVA7_2014-2015_AS_Year_In_Review.pdf
61	IVA7_DPAC_Meeting_Schedules_and_Documents.pdf

1 **STANDARD IVB: CHIEF EXECUTIVE OFFICER**

2  
3 **IVB.1 The institutional chief executive officer (CEO) has primary responsibility for**  
4 **the quality of the institution. The CEO provides effective leadership in planning,**  
5 **organizing, budgeting, selecting and developing personnel, and assessing institutional**  
6 **effectiveness.**

7  
8 *Evidence of Meeting the Standard*  
9

10 The Superintendent/President provides effective leadership by setting high expectations for  
11 the outcomes of planning, budgeting, selecting, and developing personnel; assessing  
12 institutional effectiveness; and allowing staff to execute the communicated Vision with  
13 appropriate input through the governance structure. In doing so, the  
14 Superintendent/President builds relationships and works collaboratively with constituency  
15 groups to create a climate in which everyone feels valued and participation is encouraged.  
16 While maintaining primary responsibility for the quality of the institution, the  
17 Superintendent/President acknowledges the importance of a well-developed governance  
18 structure and the role of faculty leadership to identify and promote the initiatives embraced  
19 by the College. The Superintendent/President communicates initiatives, as well as  
20 institutional values, goals, and direction through a variety of venues, including:

- 21 • Opening remarks at the College’s [fall](#)<sup>1</sup> and [spring](#)<sup>2</sup> professional development days,  
22 highlighting college needs, concerns, interests, pending initiatives, and issues relevant  
23 to the college community such as fiscal accountability, student success, and student  
24 equity;
- 25 • Regular meetings with the Academic Senate President, the Management Association  
26 President, and with other institutional constituency groups;
- 27 • Weekly reports to the Board of Trustees and [monthly meetings](#), highlighting new and  
28 emerging areas of concern and the College’s efforts to address those concerns;<sup>3</sup>
- 29 • [News releases](#) and bulletins, approved by the Superintendent/President;<sup>4</sup> and
- 30 • An [annual report to the Board of Trustees](#)<sup>5</sup> that provides an overview of the year’s  
31 accomplishments; how they relate to the Board’s Goals and Priorities; the College’s  
32 goals, objectives, and outcomes; lessons learned; and future plans.

33  
34 Although the Superintendent/President encourages the faculty, staff, and administrators to be  
35 actively involved in institutional planning and decision-making and has developed processes  
36 that facilitate this involvement, the Superintendent/President retains authority and  
37 responsibility for ensuring the quality of the institution by serving as the final decision-maker  
38 for nearly all institutional decisions. Examples of this collaborative planning include the  
39 following:

- 40 • The new faculty hiring process is a highly collaborative process that begins and ends  
41 with the Superintendent/President, who works with Fiscal Services to determine the  
42 number of new faculty to be hired each year, taking into consideration the College’s  
43 fiscal position. The Academic Senate then creates a committee of faculty and  
44 administrators who use this information to solicit, review, and rank departmental  
45 requests for new faculty. The Superintendent/President reviews these rankings to

- 46 [finalize the list](#)<sup>6</sup>. The hiring committees forward finalists and provide input to the  
47 [Superintendent/President](#),<sup>7</sup> who decides which candidate(s) to hire.
- 48 • The annual objectives for the *Master Plan for Education* are reviewed by the  
49 Superintendent/President, revised as necessary, and [presented](#)<sup>8</sup> to the Board of  
50 Trustees.
  - 51 • The Superintendent/President sets the [Vision for the College](#)<sup>9</sup> and lays the foundation  
52 for the development and institutionalization of new instructional programs and  
53 services. In recent years, this has included the development of the [Public Policy](#)  
54 [Institute](#)<sup>10</sup> and the pursuit of the [pilot baccalaureate degree](#).<sup>11</sup>

56 Each of these processes, as well as many other processes carried out by the College, relies  
57 heavily on the ability to collect and analyze data, particularly data that measure institutional  
58 performance. As noted in the College's Vision Statement, research-based planning and  
59 evaluation are two of the College's core values. The former Superintendent/President  
60 communicated the importance of establishing a culture of evidence, not only by supporting  
61 the development of the Academic Senate Joint Institutional Effectiveness Committee, but by  
62 developing and funding an [Office of Institutional Research](#)<sup>12</sup> that can adequately support the  
63 institutional research needs of the College.

64  
65 The Superintendent/President also communicates the importance of a culture of evidence and  
66 a focus on student learning by integrating the products of institutional research into all  
67 planning and decision-making processes. By doing so, college planning committees, as well  
68 as the Board of Trustees, use this information to establish institutional priorities, develop  
69 annual *Master Plan for Education* objectives, and approve new budget requests. Many  
70 programs and initiatives which begin with external funding or as a pilot begin as a response  
71 to internal research and data that indicates a need exists, and become institutionalized as a  
72 result of the data demonstrating success. One example is the [English Academy program](#),<sup>13</sup> an  
73 intensive two-week summer program for developmental English students that launched in  
74 Summer 2015 and provides students with the possibility of fast-tracking to English 1 upon  
75 successful completion of the coursework. The program has achieved remarkable success:  
76 English Academy students succeeded in English 1 at a rate of more than [10% higher](#) than  
77 nonparticipants.<sup>14</sup>

## 78 79 **Analysis**

80  
81 As needed, the Superintendent/President has supported the development of short- and long-  
82 term committees to address specific issues. Examples include the [Title IX Presidential Task](#)  
83 [Force](#),<sup>15</sup> and the [Emergency Preparedness Task Force](#)<sup>16</sup>. The Superintendent/President  
84 actively seeks out opportunities to ensure that all members of the college community have  
85 input on the direction of the College but also clearly communicates a focus on student  
86 learning through participation various college activities. The Superintendent/President's  
87 participation in these events demonstrates a commitment to student learning and success.

88  
89 The Superintendent/President has also continued to support the role of the College's District  
90 Planning and Advisory Council (DPAC) as the College's primary planning body. DPAC has  
91 continued to improve its processes for developing and evaluating the annual *Master Plan for*

92 *Education*, which clearly and concisely outlines the College’s direction. The  
93 Superintendent/President also relies on DPAC planning subcommittees, including the Budget  
94 Planning Subcommittee, to make recommendations about priorities and values that inform  
95 budget development and resource allocation, including the former Superintendent/President’s  
96 decision to use the College’s reserve to ensure that students had additional access to classes  
97 during the economic recession.

98  
99 **Plan**

100  
101 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
102 continue to monitor its progress.

103  
104  
105 **IVB.2 The CEO plans, oversees, and evaluates an administrative structure organized**  
106 **and staffed to reflect the institution's purposes, size, and complexity. The CEO**  
107 **delegates authority to administrators and others consistent with their responsibilities,**  
108 **as appropriate.**

109  
110 **Evidence of Meeting the Standard**

111  
112 The Superintendent/President is the Chief Executive Officer of the District and Secretary to  
113 the Board of Trustees. In these roles, the Superintendent/President follows established  
114 college governance structures to provide leadership and guidance in policy development and  
115 strategic planning for the college community. The District’s senior administrative staff  
116 includes an Executive Vice President; five vice presidents; a Senior Director of Government  
117 Relations and Institutional Communications; and a Campus Counsel. This team supports the  
118 Superintendent/ President and provides leadership in their respective areas in implementing  
119 the College’s Vision and Goals and directing college operations. The  
120 Superintendent/President meets with the senior staff weekly as a group (and regularly on an  
121 individual basis) to provide direction and delegate responsibility in planning.

122  
123 The following provides an overview of the administrative responsibility for each senior staff  
124 member and is depicted visually in the College’s [Management Organizational Charts](#).<sup>17</sup>

- 125 • The **Executive Vice President** has served as the Assistant Secretary to the Board of  
126 Trustees, the Chief Operational Officer of the District, and the designated alternate  
127 for the Superintendent/President in the event of an absence.
- 128 • The **Vice President, Business and Administration**, is the College’s Chief Business  
129 Officer. This area includes Fiscal Services, Facilities, Maintenance, Business  
130 Services, Accounting, Payroll, Purchasing, Events and Contracts, Auxiliary Services,  
131 the Bookstore, Warehouse and Mail Services, Risk Management, Grounds and  
132 Landscape, and Construction Systems.
- 133 • The **Vice President, Academic Affairs**, is responsible for the College’s 23  
134 instructional areas, which are led by department chairs elected by the full-time faculty  
135 of each instructional department; Curriculum; Interdisciplinary Programs; Scholars  
136 Program; Instructional Facilities Management; Program Review; Library and  
137 Information Services; Learning Resources; Distance Education; Supplemental

- 138 Instruction and Tutoring; Media and Reprographics; Workforce Development;  
 139 Community Education; Non-Credit (Adult Education); External Programs; Student  
 140 Success and Basic Skills Initiative (in collaboration with Enrollment Development);  
 141 Center for Teaching Excellence; Health Sciences; Student Equity; Grants; and  
 142 Science, Technology, Engineering, and Math (STEM) Programs.
- 143 • The **Vice President, Student Affairs**, is responsible for all student services,  
 144 including Counseling/Retention, the Veterans Resource Center, the Latino Center, the  
 145 Black Collegians Center, Student Health and Safety, Student Life, Psychological  
 146 Services, Emergency Preparedness, Transportation, Sustainability, Extended  
 147 Opportunity Programs and Services, and the Disabled Students Programs and  
 148 Services; the Santa Monica College Police Department and Campus Security; the  
 149 Athletics Department (all team sports); and Alumni Relations. The faculty-elected  
 150 chair of the Counseling Department serves as a liaison to the Student Affairs  
 151 administration.
  - 152 • The **Vice President, Enrollment Development**, is responsible for Student  
 153 Enrollment Services, Institutional Research, Matriculation, Financial  
 154 Aid/Scholarships, International Education, Outreach/Recruitment, Study Abroad,  
 155 International Development, Information Technology, and the College's Student  
 156 Success Initiatives (in collaboration with Academic Affairs), including the Student  
 157 Success and Support Program.
  - 158 • The **Vice President, Human Resources**, is responsible for all faculty and staff  
 159 personnel services, staff development, and staff diversity. The Personnel  
 160 Commission, which manages the classification and recruitment of classified  
 161 positions, operates separately from the District in accordance with the laws governing  
 162 merit systems.
  - 163 • The **Senior Director of Government Relations/Institutional Communications**  
 164 oversees facilities programming and events planning and is directly responsible for  
 165 Community and Academic Relations (including web content and social media),  
 166 Marketing, and Institutional Advancement.
  - 167 • The **Campus Counsel** is a consultative position that consolidates and coordinates the  
 168 various legal services used by the College, thus reducing costs in this area, by  
 169 determining which legal issues need to be investigated externally versus internally.

170  
 171 The Superintendent/President relies on the division vice presidents to efficiently oversee their  
 172 respective areas, and the vice presidents, in turn, depend upon their administrators to carry  
 173 out day-to-day activities. The Superintendent/President meets with the senior administration  
 174 weekly to confer and collaborate on strategy and the delegation of responsibility.

175  
 176 **Analysis**

177  
 178 During the past six years, the college community has experienced great successes in many  
 179 areas but also suffered loss and change at the same time. With leadership from the  
 180 Superintendent/President, the College has maintained its reputation as a leading transfer  
 181 college in California, survived the economic recession with few cuts to services and  
 182 programming, and was selected as one of the first community colleges in California to offer a  
 183 baccalaureate degree. These achievements were accomplished in large part due to an

184 organizational culture and structure that allows the College's various constituency groups  
185 and divisions to move forward with their goals and objectives in a manner necessary for  
186 success. The Superintendent/President works with the administrative team to achieve  
187 institutional goals and outcomes and expects institutional collaboration at all levels.

188

189 Despite these successes, the College's leadership has undergone several significant  
190 transitions in recent years. In June 2014, the College's long-standing Vice President of  
191 Academic Affairs retired. Shortly thereafter, in August, the College's Executive Vice  
192 President, who worked for the College in various capacities for more than 30 years,  
193 unexpectedly passed away. The loss of either individual was substantial in itself, but  
194 together, they created a great gap in the senior administration. Fortunately, the former Vice  
195 President of Academic Affairs agreed to return to fill the Executive Vice President role in the  
196 interim. However, another major leadership change occurred with the retirement of the  
197 Superintendent/President as of June 2015. Again, the former Vice President of Academic  
198 Affairs stepped up and agreed to serve as Interim Superintendent/President until the new  
199 Superintendent/President was hired and assumed the position in February 2016. The new  
200 Superintendent/President has made a point of getting to know all facets of the College and is  
201 an [active participant](#) in college events.<sup>18</sup>

202

203 While the Superintendent/President has an active role in leading the College and ensuring the  
204 quality of the institution, it is also the role of the Superintendent/President to foster an  
205 organizational culture that encourages content experts at all levels to propose, develop,  
206 implement, and assess strategies for improving and maintaining institutional success at the  
207 student, faculty, program, and institutional level. Thus it will continue to be the  
208 responsibility of the Superintendent/President to support, guide, and lead the college  
209 community in the completion of agreed-upon goals, objectives, and outcomes.

210

### 211 **Plan**

212

213 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
214 continue to monitor its progress.

215

216

- 217 **IVB.3 Through established policies and procedures, the CEO guides institutional**  
218 **improvement of the teaching and learning environment by:**
- 219 • **establishing a collegial process that sets values, goals, and priorities;**
  - 220 • **ensuring the college sets institutional performance standards for student**  
221 **achievement;**
  - 222 • **ensuring that evaluation and planning rely on high quality research and analysis**  
223 **of external and internal conditions;**
  - 224 • **ensuring that educational planning is integrated with resource planning and**  
225 **allocation to support student achievement and learning;**
  - 226 • **ensuring that the allocation of resources supports and improves achievement and**  
227 **learning; and**
  - 228 • **establishing procedures to evaluate overall institutional planning and**  
229 **implementation efforts to achieve the mission of the institution.**
- 230

### 231 *Evidence of Meeting the Standard*

232

233 With leadership from the Superintendent/President, Santa Monica College has developed a  
234 culture of collegiality and participatory governance that builds upon and supports planning  
235 efforts and accurately reflects the character of the College. This position instructs the  
236 administrative team to work collaboratively with the faculty and classified staff and ensures  
237 that administrative content experts are available to advise the various planning committees.  
238 As an example, a representative of Fiscal Services is a standing member of the DPAC Budget  
239 Planning Subcommittee, while a member of the Office of Institutional Research is a standing  
240 member of both the Academic Senate Joint Program Review and Institutional Effectiveness  
241 Committees. These placements ensure that the planning committees have access to the  
242 information that they need to make informed recommendations.

243

244 The Superintendent/President has also worked to develop institutional policies and  
245 procedures that guide improvement of the teaching and learning environment. At the heart of  
246 these policies is [Board Policy 2200](#),<sup>19</sup> which outlines the College’s intent to engage in  
247 participatory governance. As noted, “*Santa Monica College is a community composed of*  
248 *students, faculty, staff, administration and the Board of Trustees who are committed to the*  
249 *implementation of the Participatory Governance Policy*” (AB 1725). The  
250 Superintendent/President, in conjunction with the Board of Trustees, honors the concept of  
251 participatory governance in all areas defined by state laws and regulations while retaining the  
252 responsibility as the ultimate authority and overseer of institutional quality. The College has  
253 adopted other policies in support of participatory governance, including processes that ensure  
254 that all members of the college community have the opportunity to participate, including the  
255 following:

- 256 • District Planning and Advisory Council (DPAC): As outlined in Board Policy 2250,  
257 [Administrative Regulation 2250](#),<sup>20</sup> and the [DPAC charter](#),<sup>21</sup> DPAC’s membership  
258 includes representation from all college constituency groups, including students. The  
259 Superintendent/ President appoints a delegate to serve as the DPAC Chair; the Vice  
260 President of Enrollment Development currently serves in this capacity.
- 261 • Academic Senate Joint Institutional Effectiveness Committee: As outlined in [Board](#)  
262 [Policy 2210](#),<sup>22</sup> the Academic Senate represents the faculty in “*collegial governance*

263 *relating to academic and professional matters.*” Institutional effectiveness is another  
264 area in which the faculty collaborate with the administration. This committee creates  
265 an annual [Institutional Effectiveness Report](#),<sup>23</sup> which is used in college planning.  
266 • Academic Senate Joint Program Review Committee: Program review is another  
267 example of the faculty working collaboratively with the administration; program  
268 review data serves as the basis for institutional improvements at the program level.  
269 • DPAC Planning Subcommittees: Administrative Regulation 2250 grants authority to  
270 DPAC’s four Planning Subcommittees to consider issues relevant to their respective  
271 areas and make recommendations to DPAC consistent with the College’s Mission.  
272

273 To support these processes, the College has created useful tools and resources that further  
274 work to guide improvement of the teaching and learning environment and connect  
275 educational planning with other institutional processes, such as the [Personnel and Budget](#)  
276 [Augmentation Request Form \(PBAR\)](#);<sup>24</sup> the [New Faculty Hiring Request Guideline](#);<sup>25</sup> the  
277 [Program Review Report Template](#);<sup>26</sup> and the [Master Plan for Education Objectives](#)  
278 [Template](#).<sup>27</sup>  
279

### 280 **Analysis**

281  
282 With active leadership and guidance from the Superintendent/President, the college  
283 community has worked diligently to strengthen its policies, processes, and procedures to  
284 improve the teaching and learning environment. This position has fostered open  
285 communication among the constituency groups and has helped maintain and strengthen the  
286 College’s collegial environment through which all of the groups work together to set values,  
287 goals, and priorities.  
288

289 The institutional planning processes are robust and integrate institutional performance data  
290 and assessment measures to ensure that all of the College’s activities are working to support  
291 and improve the teaching and learning environment. The College has established  
292 performance standards for each of its Key Indicators of Institutional Effectiveness aligned  
293 with the College’s increased focus on student equity.  
294

### 295 **Plan**

296  
297 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
298 continue to monitor its progress.  
299  
300

301 **IVB.4 The CEO has the primary leadership role for accreditation, ensuring that the**  
302 **institution meets or exceeds Eligibility Requirements, Accreditation Standards, and**  
303 **Commission policies at all times. Faculty, staff, and administrative leaders of the**  
304 **institution also have responsibility for assuring compliance with accreditation**  
305 **requirements.**

306  
307 *Evidence of Meeting the Standard*  
308

309 The Superintendent/President has the primary leadership [responsibility for accreditation](#).<sup>28</sup> It  
310 is the Superintendent/President's responsibility to be aware of Eligibility Requirements,  
311 Accreditation Standards, and Commission policies and to lead the College in activities that  
312 ensure that the College meets or exceeds these requirements, standards, and policies.

313  
314 To ensure that faculty, staff, and administrative leaders are also aware of accreditation  
315 requirements, the Superintendent/President or a designee has participated in various  
316 Accreditation Commission activities. The Superintendent/President communicates relevant  
317 information to senior administrators, who then communicate with their staff members.  
318 Faculty and administrators are also encouraged to serve on accreditation teams.

319  
320 The Superintendent/President has appointed the Vice President of Academic Affairs as the  
321 College's Accreditation Liaison Officer (ALO). In this role, the Vice President is  
322 responsible for leading the self-study process. The Superintendent/President works with  
323 senior administration to establish the self-study process and tasks the ALO with carrying out  
324 this process and providing [updates](#)<sup>29</sup> to the Superintendent/President and the Board of  
325 Trustees. The ALO worked with the Superintendent/President to establish the Accreditation  
326 Steering Committee, which developed and facilitated [workshops](#)<sup>30</sup> for [faculty and staff](#)<sup>31</sup> to  
327 raise awareness of the [accreditation process](#)<sup>32</sup> and requirements. The Accreditation Steering  
328 Committee co-chairs made regular updates to [DPAC](#)<sup>33</sup> and the [Management Association](#).<sup>34</sup>  
329 A series of "[Brown Bag](#)" [sessions](#)<sup>35</sup> ensured that the entire college community had an  
330 opportunity to review and discuss the Self Evaluation Report.

331  
332 *Analysis*  
333

334 Although the development of the College's Self Evaluation Report took place during a period  
335 of leadership transitions, the position of Superintendent/President has always maintained the  
336 primary leadership responsibility for ensuring that the College meets or exceeds the  
337 Eligibility Requirements, Accreditation Standards, and Commission policies. When the new  
338 Superintendent/President started her tenure, the self-evaluation process had been underway  
339 for over 16 months, but she has maintained oversight over the process, addressing the  
340 accreditation process during weekly meetings with senior staff, updates provided to the  
341 Board of Trustees, and communication with the college community during the [Spring](#)  
342 [Institutional Flex Day presentation](#).<sup>36</sup> The Fall 2016 Opening Day program (which will take  
343 place August 25, 2016) has not yet been developed, but accreditation will be the focus of  
344 both the Superintendent/President's remarks and many of the break-out sessions.

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**Plan**

Based on an analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress.

**IVB.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

**Evidence of Meeting the Standard**

The Superintendent/President regularly reviews and recommends updates to board policies, ensuring that they are consistent with statutes that may affect the College through [regular reports](#)<sup>37</sup> to the Board of Trustees based the Board’s schedule and priorities. For example, in [June](#)<sup>38</sup> and [July](#)<sup>39</sup> of 2015, the Superintendent/President made presentations to the Board regarding the implementation of a board policy in response to the federal mandate to respond to Title IX regulations regarding sexual misconduct. The Superintendent/President informs the Board of changes in statutory law, standards, or Title 5, which require changes to, or creation of, policies.

The Superintendent/President regularly receives [legal advice](#)<sup>40</sup> from Campus Counsel and other attorneys retained by the District regarding compliance with federal and state laws and discusses this advice with senior staff. When the College receives recommendations from the Community College League of California, the Superintendent/President asks senior staff to review the information and determine which area should address the recommendation.

The Superintendent/President also seeks input from Academic Senate joint committees on the board policies within their purview. [Board policy 2210](#)<sup>41</sup> establishes that faculty and administration in the joint governance process “mutually agree” on any resolutions except for those involving grading policies; faculty roles and involvement in the accreditation processes; and the assessment of faculty professional development needs. For these areas, board policy requires the administration to “rely primarily” upon faculty, which means that the recommendations of the Academic Senate will normally be accepted; only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. Policy changes agreed to in the Academic Senate joint committees are documented in the Academic Senate/District’s [routing forms](#),<sup>42</sup> which are signed by the appropriate committee chair and vice chair, the Academic Senate President, and the Superintendent/President. If a Senate recommendation in the above areas is not accepted, the Superintendent/President or designee promptly communicates the reasons in writing to the Academic Senate.

With regard to the implementation of institutional practices that are consistent with the institutional Mission and policies, the Superintendent/President relies on the administrative team to develop, implement, and assess the effectiveness of college practices in relation to its Mission and the overall effectiveness at the student, program, and institutional level. These practices include a strong program review process, the integration of institutional

392 performance data as the basis for institutional planning, adherence to the principles of  
393 participatory governance, and a commitment to innovation and excellence.

394  
395 The Superintendent/President develops a budget that reflects the priorities and guiding  
396 principles which have been developed through college planning and governance processes.  
397 For example, if the College has established the hiring of full-time faculty as a priority, or the  
398 strategic planning process has established a new strategic initiative, the budget will be  
399 developed to reflect those priorities while maintaining optimal financial health to improve its  
400 services, the physical plant, and human resources. Financial data used to produce the budget  
401 and drafts of the completed budget are reviewed by DPAC and the DPAC Budget Planning  
402 Subcommittee. The Superintendent/President works with Fiscal Services and senior  
403 administration to incorporate accepted recommendations into the College's annual operating  
404 budget before the final budget is presented to the Board of Trustees for approval.

405  
406 The day-to-day control and oversight of the budget and expenditures is the responsibility of  
407 Fiscal Services with leadership from the Vice President of Business and Administration and  
408 the Superintendent/President. Fiscal Services has implemented processes such as the  
409 [Personnel and Budget Augmentation Request Form](#)<sup>43</sup> to ensure that all budget decisions are  
410 aligned with the College's Mission, Goals, and priorities. Fiscal Services ensures that funds  
411 are used as proposed by presenting quarterly budget reports to the [constituency groups](#)<sup>44</sup> and  
412 to the Board of Trustees.

#### 413 414 **Analysis**

415  
416 The members of the college community recognize that institutional practices reflect the  
417 institutional Mission and policies. For example, after the June 2013 shooting on campus, the  
418 Superintendent/ President and the senior administrative team established a work group of key  
419 faculty, staff, and administrators to review institutional policies and practices with regard to  
420 campus safety. This led to the development of [new policies](#),<sup>45</sup> the implementation of [new](#)  
421 [practices](#),<sup>46</sup> and the delivery of campus wide [training](#)<sup>47</sup> to [strengthen the safety](#)<sup>48</sup> of the  
422 college community.

423  
424 The college budget is designed to incorporate the Board's priorities, as well as to ensure that  
425 the College achieves its Mission, Goals, and priorities. Members of the DPAC Budget  
426 Planning Subcommittee agree that open communication and the transparency of information  
427 presented by the Chief Director of Fiscal Services have greatly improved the budget planning  
428 process. For example, committee members use the [new budget calendar](#)<sup>49</sup> in budget  
429 planning.

#### 430 431 **Plan**

432  
433 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
434 continue to monitor its progress.

435  
436

437 **IVB.6 The CEO works and communicates effectively with the communities served by**  
438 **the institution.**

439

440 **Evidence of Meeting the Standard**

441

442 The Superintendent/President serves as the College's leading, primary face and ensures that  
443 the College is represented at a variety of organizations. Although just months into her tenure  
444 with the College, the Superintendent/President has already established herself as an [active](#)  
445 [member](#)<sup>50</sup> of the Santa Monica/Malibu community. The College's Superintendent/Presidents  
446 are typically members of the Santa Monica Chamber of Commerce and attend meetings of  
447 the Rotary Club, Kiwanis Club, and other local service organizations. They also meet  
448 regularly with the Santa Monica City Manager, the Malibu City Manager, and the  
449 Superintendent of the Santa Monica/Malibu Unified School District (SMMUSD). The  
450 College, the City of Santa Monica, and SMMUSD [form the institutional leadership and](#)  
451 [organizational](#)<sup>51</sup> backbone for the Santa Monica [Cradle to Career Initiative](#).<sup>52</sup>

452

453 The College acts as a civic leader, providing community services such as "[Celebrate](#)  
454 [America](#)<sup>53</sup>," the City of Santa Monica's annual Fourth of July celebration held on the main  
455 campus. The College and City are also partnering on the development of an [Early Childhood](#)  
456 [Education Center/Lab School](#)<sup>54</sup> to be built on City property and funded by both the City and  
457 the College.

458

459 [Emeritus College](#),<sup>55</sup> National Public Radio Station [KCRW](#),<sup>56</sup> the [Community Education](#)  
460 [Program](#),<sup>57</sup> and the [Broad Stage at the Performing Arts Center](#)<sup>58</sup> also serve as important  
461 community resources. The Superintendent/President also serves as a voting member of the  
462 [Broad Stage Board of Directors](#)<sup>59</sup> and the [Santa Monica College Foundation](#),<sup>60</sup> working  
463 alongside community volunteers to raise awareness of and funding for college programs.

464

465 Another example of the Superintendent/President's relationship with the community is  
466 evident through the College's [General Advisory Board](#),<sup>61</sup> which is a group of college  
467 neighbors, civic leaders, business owners, corporate representatives, and elected officials  
468 who hold bi-monthly breakfasts that highlight distinct, innovative programs or projects at the  
469 College.

470

471 The Superintendent/President also works closely with the Santa Monica Malibu Unified  
472 School District on projects such as dual enrollment, the [Education Collaborative](#),<sup>62</sup> [Young](#)  
473 [Collegians Program](#),<sup>63</sup> and [Adult Education Block Grant Regional Consortium](#).<sup>64</sup>

474

475 **Analysis**

476

477 Through active involvement and by providing public programming for the community, the  
478 College's Superintendent/President maintains an effective working relationship with the local  
479 community. For example, the passage of [four bond measures since 2002](#)<sup>65</sup> indicates  
480 consistent community support for the College. However, because the College is located in an  
481 urban neighborhood, the College sometimes faces tension with its neighbors due to traffic  
482 congestion and parking problems. The College sends [notifications](#)<sup>66</sup> to the community to

483 remind them about increases in traffic before the beginning of each semester and has worked  
484 to direct traffic and develop parking patterns to reduce traffic burdens on the community.  
485 This includes implementing and promoting multiple traffic reduction strategies such as free  
486 bus passes; bike-parking and sharing; carpooling, including through Über pool; and, most  
487 recently, the opening of the 17th Street/Santa Monica College light rail station.  
488

489 The Superintendent/President is a recognized civic leader in the City of Santa Monica and the  
490 College serves as a cultural center for the City. The City and the College collaborate closely  
491 to ensure that College programs and facilities benefit both the College and the local  
492 community.  
493

494 **Plan**

495  
496 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
497 continue to monitor its progress.  
498

499 **LIST OF EVIDENCE USED IN STANDARD IVB**

- 1 IVB1\_Opening\_Day\_9-26-2010.pdf
- 2 IVB1\_Opening\_Day\_9-25-2011.pdf
- 3 IVB1\_Superintendents\_Report\_BT\_Minutes\_4-5-2016.pdf
- 4 IVB1\_SMC\_News\_Release\_Baccalaureate\_Final\_Approval-5-18-15.pdf
- 5 IVB1\_Superintendents\_Annual\_Report\_2014-15.pdf
- 6 IVB1\_Superintendent\_Final\_Hiring\_Memos.pdf
- 7 IVB1\_Geology\_Instructor\_Selection\_Process.pdf
- 8 IVB1\_Superintendent\_Report\_MPE\_BT\_Minutes\_10-6-2015.pdf
- 9 IVB1\_AS\_Minutes\_3-1-2016\_with\_BS\_Approval.pdf
- 10 IVB1\_Public\_Policy\_Institute\_webpage.pdf
- 11 IVB1\_SMC\_News\_Release\_Baccalaureate\_Final\_Approval-5-18-15.pdf
- 12 IVB1\_Office\_of\_Institutional\_Research\_webpage.pdf
- 13 IVB1\_English\_Academy\_webpage.pdf
- 14 IVB1\_English\_Academy\_Success\_Rates.pdf
- 15 IVB1\_Title\_IX\_Task\_Force\_webpage.pdf
- 16 IVB1\_Emergency\_Preparedness\_Task\_Force-Recommendations\_1-28-2014.pdf
- 17 IVB2\_SMC\_Administration\_Organizational\_Chart\_2016.pdf
- 18 IVB2\_Meet\_the\_President\_email\_4-29-2016.pdf
- 19 IVB3\_BP\_2200-2250.pdf
- 20 IVB3\_AR\_2250.pdf
- 21 IVB3\_DPAC\_Charter\_11-09.pdf
- 22 IVB3\_BP\_2210\_Academic\_Senate.pdf
- 23 IVB3\_2015\_IE\_Committee\_Report\_to\_DPAC.pdf
- 24 IVB3\_Personnel\_and\_Budget\_Augmentation\_Request\_Form.pdf
- 25 IVB3\_Instructions\_for\_FT\_Hiring\_Requests\_2015-2016.pdf
- 26 IVB3\_Program\_Review\_Guide\_Combined\_Instructional\_CTE.pdf
- 27 IVB3\_MPE\_Objective\_template\_2016-2017.pdf
- 28 IVB4\_BP\_2140.pdf
- 29 IVB4\_AccreditationUpdate\_Minutes\_BT\_Meeting\_3-1-16.pdf
- 30 IVB4\_Opening\_Day\_Fall2015.pdf
- 31 IVB4\_Professional\_Development\_Day\_Fall\_2014.pdf
- 32 IVB4\_Professional\_Development\_Day\_program\_3-15-16.pdf
- 33 IVB4\_DPAC\_Minutes\_2-10-2016\_Accreditation\_update.pdf
- 34 IVB4\_Management\_Association\_Agenda\_3-14-2014.pdf
- 35 IVB4\_Brown\_Bag\_StandardII.pdf
- 36 IVB4\_President\_keynote\_speech\_Flex-Day-3-15-2016.pdf
- 37 IVB5\_Presidential\_reports.pdf
- 38 IVB5\_FirstReading\_BP3122\_Minutes\_BT\_Meeting\_6-2-2015.pdf
- 39 IVB5\_SecondReading\_BP3122\_Minutes\_BT\_Meeting\_7-7-2015.pdf
- 40 IVB5\_Closed\_Session\_BT\_Meeting\_11-3-2015.pdf
- 41 IVB3\_BP\_2210\_Academic\_Senate.pdf
- 42 IVB5\_SMC\_Routing\_Form\_for\_BPs\_and\_ARs.pdf
- 43 IVB3\_Personnel\_and\_Budget\_Augmentation\_Request\_Form.pdf
- 44 IVB5\_DPAC\_Minutes\_8-26-2015.pdf
- 45 IVB1\_Emergency\_Preparedness\_Task\_Force-Recommendations\_1-28-2014.pdf
- 46 IVB5\_SMC\_Emergency\_Preparedness.pdf
- 47 IVB5\_Screenshot\_SMC\_Emergency\_Preparedness\_Video.pdf
- 48 IVB5\_Emergency\_Preparedness\_Trainings.pdf
- 49 IVB5\_2015-16\_Budget\_Calendar.pdf
- 50 IVB6\_Dr\_Jeffery\_Community\_Events.pdf

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51 IVB6\_Cradle\_to\_Career.pdf  
52 IVB6\_SMC\_Cradle-to-Career\_FAQs.pdf  
53 IVB6\_Celebrate\_America\_6-27-2015.pdf  
54 IVB6\_Article\_SMC\_City\_Hall\_to\_build\_childcare\_center.pdf  
55 IVB6\_Emeritus\_College.pdf  
56 IVB6\_KCRW\_Website.pdf  
57 IVB6\_Community\_Education\_Webpage.pdf  
58 IVB6\_TheBroadStage\_Education\_and\_Community\_Programs.pdf  
59 IVB6\_Leadership\_TheBroadStage.pdf  
60 IVB6\_SMC\_Foundation\_Board\_of\_Directors.pdf  
61 IVB6\_General\_Advisory\_Board\_webpage.pdf  
62 IVB6\_SMC-SMMUSD\_Ed\_Collaborative\_March-April\_2016.pdf  
63 IVB6\_Young\_Collegians\_Program.pdf  
64 IVB6\_BT\_Minutes\_1-12-2016.pdf  
65 IVB6\_Construction\_Projects\_Update\_7-1-2015.pdf  
66 IVB6\_Uber\_Pool\_email\_2016.pdf

1 **STANDARD IVC: GOVERNING BOARD**

2  
3 **IVC.1 The institution has a governing board that has authority over and**  
4 **responsibility for policies to assure the academic quality, integrity, and effectiveness of**  
5 **the student learning programs and services and the financial stability of the institution.**  
6 **(ER 7)**

7  
8 **Evidence of Meeting the Standard**

9  
10 The Santa Monica Community College District is governed by a seven-member Board of  
11 Trustees elected to four-year terms by the residents of the College’s service area, which  
12 includes the cities of Santa Monica and Malibu. A currently enrolled student trustee serves  
13 for a one-year term and is elected by the Santa Monica College Student Body.

14  
15 As outlined in Board Policy (BP), [Section 1000, Bylaws of the Board of Trustees](#),<sup>1</sup>  
16 specifically BP 1220, Board of Trustees Policies, the Board is “the policy-making body of  
17 the Santa Monica Community College District” and is charged with establishing “general  
18 policies governing the operations of the College.” [BP 1210](#) defines the Board’s Powers and  
19 Responsibilities, which includes the responsibility to “determine the educational program of  
20 the Santa Monica Community College District” and “to make rules and regulations for the  
21 operation of the District.”<sup>2</sup> BP 1210 also states that the Board of Trustees will delegate this  
22 authority to make rules and regulations for the operation of the District to the  
23 Superintendent/President, but will retain the right to review these rules and regulations for  
24 alignment with board policies.

25  
26 **Board Policy Manual**

27  
28 The College has a comprehensive set of policies that govern not only the activity of the  
29 Board of Trustees, but also the actions of the College. The College’s [Board Policy Manual](#)<sup>3</sup>  
30 includes the board policies and their complementary administrative regulations.  
31 Administrative regulations provide specific direction as to how the College should function,  
32 and, in many cases, operationalize board policies and explain how a specific policy is to be  
33 enacted. The board policies reflect the District’s core principles and address the following  
34 six areas:

- 35
- 36 • Section 1000, Bylaws of the Board
  - 37 • Section 2000, General District
  - 38 • Section 3000, Human Resources
  - 39 • Section 4000, Student Services
  - 40 • Section 5000, Curriculum and Instruction
  - 41 • Section 6000, Business Services and Facilities

42 Board policies are thoroughly reviewed, approved, and adopted by the Board of Trustees,  
43 whereas administrative regulations are not approved by the Board. As noted in Board  
44 Policies 1210 and 1220, the Board of Trustees is responsible for establishing general  
45 governing policies but grants the authority to make rules and regulations for the operation of

46 the District to the Superintendent/President. Once approved, board policies are published on  
47 the college website.

48  
49 While many of the administrative regulations are not reviewed by the Board, particularly  
50 those undergoing regular review and revision, the Board will review administrative  
51 regulations that correspond to significant new board policies, such as the recent policies and  
52 regulations developed in response to new Title IX legislation, including [BP 3122, Sexual](#)  
53 [Misconduct](#)<sup>4</sup> and the corresponding [Administrative Regulation 3122, Sexual Misconduct](#).<sup>5</sup>

54  
55 The College ensures the ongoing currency of its policies by working with the Community  
56 College League of California Service, which provides basic updates and templates for  
57 District board policies and administrative regulations. Furthermore, several of the District  
58 Planning and Advisory Council (DPAC) planning subcommittees and Academic Senate joint  
59 committees, such as the Academic Senate Joint Student Affairs Committee, are tasked with  
60 regularly reviewing and updating administrative regulations related to their charge. For  
61 example, during the past six years, the College made significant revisions to its  
62 administrative regulations concerning student services as a result of Assembly Bill 1456,  
63 Student Success Act of 2012, which established California's Student Success and Support  
64 Program (SSSP). SSSP replaced the state's former matriculation program, which resulted in  
65 major revisions to [Administrative Regulation 4114, Student Success and Support Program](#),<sup>6</sup>  
66 which was formerly entitled Matriculation.

#### 67 68 **Commitment to Quality, Integrity, Effectiveness, and Financial Stability**

69  
70 The Board of Trustees are committed to ensuring program quality, integrity of institutional  
71 actions, and the effectiveness of student learning outcomes assessment. Statements regarding  
72 these commitments are found throughout the College's public documents, including the  
73 Vision, Mission, and Supporting Goals; [BP 2130](#) (Accreditation);<sup>7</sup> [BP 2405](#) (District-Wide  
74 Code of Ethics);<sup>8</sup> [BP 2140](#) (Institutional Planning);<sup>9</sup> [Article 6100](#) of Board Policy Manual  
75 (Financial Management),<sup>10</sup> and the [Board's annual Goals and Priorities](#).<sup>11</sup>

76  
77 The College's Vision, Mission, and Supporting Goals serve as the foundation of all  
78 institutional planning and decision-making; they are also the basis for the Board of Trustees'  
79 annual [Board Goals and Priorities](#),<sup>12</sup> which reiterate the College's commitment to quality,  
80 integrity, effectiveness, and stability. In recent years, Board priorities have included the  
81 following:

- 82 1) Support a culture of evidence that fosters the use of rigorous methodology to monitor  
83 and improve institutional effectiveness and student progress.
- 84 2) Institutionalize and expand proven initiatives that increase student success and reduce  
85 the student equity gap.

86  
87 Each year, the Board identifies specific priorities for maintaining fiscal stability. In most  
88 years, these priorities reflect a desire to ensure the College's financial health through  
89 revenue-generation and cost control. In [2011-2012](#)<sup>13</sup> and [2012-2013](#),<sup>14</sup> the Board set explicit  
90 Budget Objectives and Principles to protect the financial health as it responded to the state's  
91 financial crisis with the intent to maintain the College's quality, integrity, and effectiveness

92 while ensuring its fiscal stability. In light of current and foreseeable budget concerns, the  
93 [Board updated the document](#) this year.<sup>15</sup>

94

95 **Analysis**

96

97 The College has an engaged Board of Trustees that serves as the governing board and policy-  
98 making body. The board is actively involved in assuring the quality, integrity, effectiveness,  
99 and stability of the College. This commitment is clearly articulated in the College’s Vision,  
100 Mission, Supporting Goals, and Institutional Learning Outcomes and is refined annually  
101 through the development of Board Goals and Priorities and the ongoing review and revision  
102 of board policies and administrative regulations. The Board of Trustees reiterates this  
103 commitment through the establishment of new board policies and/or principles, often in  
104 response to external stimuli. Its willingness and ability to respond quickly as necessary is  
105 one of the Board’s greatest strengths.

106

107 **Plan**

108

109 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
110 continue to monitor its progress.

111

112

113 **IVC.2 The governing board acts as a collective entity. Once the board reaches a**  
114 **decision, all board members act in support of the decision.**

115

116 **Evidence of Meeting the Standard**

117

118 The members of the Santa Monica College Board of Trustees are keenly aware that their  
119 responsibility as elected officials is to serve as a representative, collective entity of the  
120 District. This is clearly outlined in [BP 1230](#), Code of Ethics.<sup>16</sup> This code states, among other  
121 items, that the Board of Trustees is “*made up of individuals who will strive to work with*  
122 *fellow Board members in a spirit of harmony and cooperation even when values and beliefs*  
123 *are divergent.*” Furthermore, the Board of Trustees is “*a unit of authority; Board members*  
124 *have no individual authority outside of official meetings.*”

125

126 While the Code of Ethics guides how the Board will act, individually and collectively, board  
127 policies have established specific actions to ensure that it is acting as a collective entity. The  
128 Board operates within the parameters of the Brown Act. Meeting agendas are posted in  
129 advance and held through open and closed sessions in which discussions are conducted to  
130 reach and document decisions. Board members deliberate issues in the spirit of collegiality  
131 and cooperation, even though opinions may vary.

132

133 Collective decisions made by the Board are supported by all trustees, even on those  
134 occasions when there are opposing viewpoints or when issues did not yield a unanimous  
135 vote. An example of this is the vote that followed a discussion of how the College would  
136 address [Governmental Accounting Standards Board \(GASB\) liabilities](#). This issue, which  
137 had a significant financial impact on the College, committed the College’s financial

138 resources for many years.<sup>17</sup> Although the Board was split during its initial discussions of this  
139 issue, it eventually agreed to implement a funding plan that would set aside money in each  
140 consecutive annual budget to support its GASB liabilities until they were fully covered.  
141 Each year, the Board reaffirms this commitment by approving the annual budget, which  
142 includes a line item for GASB.

143  
144 **Analysis**

145  
146 The Santa Monica College Board of Trustees has a history of acting as a collective entity in  
147 matters that affect the College's financial stability, student access, and success. Even when  
148 addressing issues that lend themselves to disagreement or controversy, individual board  
149 members respect the Board's collective decision.

150  
151 **Plan**

152  
153 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
154 continue to monitor its progress.

155  
156  
157 **IVC.3 The governing board adheres to a clearly defined policy for selecting and**  
158 **evaluating the CEO of the college and/or the district/system.**

159  
160 **Evidence of Meeting the Standard**

161  
162 [BP 1210, Powers and Responsibilities](#),<sup>18</sup> states that the Board has the power and  
163 responsibility to hire, evaluate, and terminate the Superintendent/President and these key  
164 functions are guided by [BP 1266, Selection of the Superintendent/President](#),<sup>19</sup> and BP 1280,<sup>20</sup>  
165 [Evaluation of the Superintendent/President](#).<sup>21</sup>

166  
167 In 2015, the Board of Trustees had the opportunity to implement BP 1266, Selection of the  
168 Superintendent, when the College's Superintendent/President announced his retirement.  
169 During the recruitment and selection process, the Board carefully followed this policy. This  
170 is a policy that is not often reviewed, except when changes in leadership occur, and the Board  
171 used this opportunity to review the policy for effectiveness with the intent to make revisions  
172 as necessary. Ultimately, the Board did not identify any revisions.

173  
174 The Board also evaluates the Superintendent/President's ability to facilitate and address  
175 Board Goals and Priorities, as well as the Vision, Mission, Goals, and outcomes of the  
176 College in general. The Board developed an [evaluation instrument](#) to assess these standards  
177 using both quantitative and qualitative measures.<sup>22</sup> This instrument is updated annually to  
178 accurately reflect and measure specific performance criteria drawn from the Board's goals  
179 and objectives.

180  
181 The Board reviews and evaluates the Superintendent/President's performance annually,  
182 usually in May during closed session. While the results of this evaluation are confidential,  
183 the decision of the Board to continue the Superintendent/President's employment contract

184 reflects a satisfactory review of the Superintendent/President’s performance objectives and  
185 outcomes. The amended contract is posted in the [agenda](#) and minutes of the Board of  
186 Trustees meetings.<sup>23</sup>

187  
188 During the transition to the College’s new Superintendent/President and the negotiation of  
189 the new Superintendent/President’s contract, the Board identified several areas in [BP 1280](#)  
190 that needed clarification and updating to better reflect existing practice.<sup>24</sup>

### 191 *Analysis*

192  
193 Board policies define the Board’s responsibilities for selecting and evaluating the  
194 Superintendent/President, but while these policies provide guidance as to how this process  
195 should be conducted, each individual Board refines the process as necessary to address  
196 internal and external factors impacting the process. For example, the evaluation instrument  
197 for the Superintendent/President is updated annually to accurately reflect and measure  
198 specific performance criteria drawn from the goals and objectives identified by the  
199 Board. These criteria have included the ability to establish and maintain a constructive  
200 relationship with the Board of Trustees, college constituents, stakeholders, and community  
201 members; the ability to demonstrate institutional leadership and fiscal prudence; and the  
202 ability to promote academic excellence and success for the College’s diverse student  
203 population.  
204

### 205 *Plan*

206  
207 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
208 continue to monitor its progress.  
209  
210

211  
212 **IVC.4 The governing board is an independent, policy-making body that reflects the**  
213 **public interest in the institution’s educational quality. It advocates for and defends the**  
214 **institution and protects it from undue influence or political pressure.**

### 215 *Evidence of Meeting the Standard*

216  
217 The Santa Monica College Board of Trustees serves as an independent, policy-making body  
218 that reflects the public interest in the institution’s educational quality. [Board members](#)<sup>25</sup> are  
219 elected by voters of the communities the College serves and, as such, are [representative](#)<sup>26</sup> of  
220 the public interest. Board members are well-informed about constituents’ interests and  
221 concerns and actively work to protect the College from undue influence or political pressure.  
222 As elected officials serving four-year terms with no term limits, the Trustees are committed  
223 to the mission of California Community Colleges and the communities’ interest in local,  
224 high-quality, higher education opportunities for students.  
225

226  
227 These members are governed by board policies that state that they will avoid conflicts of  
228 interest. Specifically, [BP 1230, Code of Ethics](#)<sup>27</sup> states that a member of the Board of  
229 Trustees will not use his/her position for material gain or use District funds, services,

230 supplies, or equipment to urge the passage or defeat of any ballot measure or candidate,  
231 including but not limited to, any candidate for election to the Board of Trustees. The Board  
232 may draft initiatives or referendum measures on areas of legitimate interest to the District  
233 and/or College and may, through resolutions, express the Board’s position on those ballot  
234 measures. However, public resources may be used only for informational efforts regarding  
235 ballot measures. Furthermore, the Code of Ethics further states that members will not use or  
236 permit others to use public resources for personal purposes or any other purpose not  
237 authorized by law.

238  
239 In addition, [BP 1250, Conflict of Interest](#),<sup>28</sup> states that individual members of the Board of  
240 Trustees must inform the Board when his/her private financial interests in a particular matter  
241 are affected or may be affected in a reasonably foreseeable manner by an action within  
242 his/her official duties and responsibility. This announcement must be made during a regular  
243 meeting of the Board that is open to the public. The member must then excuse  
244 himself/herself from further participation in that particular matter.

245  
246 The Board also advocates for and defends the institution and its educational quality by  
247 remaining informed of new and emerging issues that may impact the College, its students,  
248 and its programs. The Board does this by retaining a lobbyist in Sacramento, California, who  
249 advocates on behalf of the College, its students, faculty, staff, and programs. Individual  
250 board members also attend legislative sessions relevant to the Mission of the College and  
251 meet individually with legislative members as appropriate during trips to Sacramento. Board  
252 members are also engaged in affiliate organizations such as the Community College League  
253 of California, California Community College Trustees, and the Los Angeles County School  
254 Trustees Organization.

255  
256 **Analysis**

257  
258 The Board of Trustees includes seven members who are elected by the voters of the  
259 communities served by Santa Monica College, specifically the cities of Santa Monica and  
260 Malibu. These members work together as part of the College’s independent, policy-making  
261 governance board and reflect the public interest in the institution’s educational quality. Since  
262 the College serves a large number of students from outside of the local communities, it is the  
263 Board’s responsibility to ensure that the interests of the voters of the cities of Santa Monica  
264 and Malibu are addressed.

265  
266 These interests are addressed through specific policies and practices that support the  
267 educational aspirations of the local communities. For example, the Board has approved the  
268 development of a satellite site in Malibu and the establishment of an early childhood  
269 education center with the City of Santa Monica, and it is a key partner in [Santa Monica's  
270 Cradle to Career Initiative](#).<sup>29</sup> In carrying out these activities, the members of the Board of  
271 Trustees are guided by board policies, which articulate the need to avoid conflicts of interest  
272 and to act with integrity in the best interest of the College at all times.

273

274 **Plan**

275

276 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
277 continue to monitor its progress.

278

279

280 **IVC.5 The governing board establishes policies consistent with the**  
281 **college/district/system mission to ensure the quality, integrity, and improvement of**  
282 **student learning programs and services and the resources necessary to support them.**  
283 **The governing board has ultimate responsibility for educational quality, legal matters,**  
284 **and financial integrity and stability.**

285

286 **Evidence of Meeting the Standard**

287

288 As dictated by [BP 1210](#),<sup>30</sup> the Board of Trustees is responsible for determining the high  
289 caliber and success of the educational program of the Santa Monica Community College  
290 District and for making rules and regulations for the operation of the District to ensure the  
291 quality, integrity, and improvement of student programs and services and the resources  
292 necessary to support them. As BP 1210 notes, the Board generally delegates that authority to  
293 the Superintendent/President while retaining the right to review rules and regulations for  
294 harmony with board policies. In this role, as outlined in [BP 1220](#),<sup>31</sup> the Board establishes  
295 general policies governing the operations of the College in accordance with the Vision,  
296 Mission, Supporting Goals, and Institutional Learning Outcomes of the College. The Board  
297 is clear on its responsibility to do the following:

- 298 • Maintain and safeguard the District’s high caliber educational quality (as set forth in  
299 the College’s Supporting Goals to offer an innovative and responsive academic  
300 environment and a supportive learning environment).
- 301 • Facilitate efficient and effective operational management (as defined in [BP – Section](#)  
302 [6000, Business Services and Facilities](#)<sup>32</sup>).
- 303 • Ensure fiscal integrity and stability (as set forth in the College’s Supporting Goal to  
304 maintain a Stable Fiscal Environment and further defined in [BP 6110, District Budget](#)  
305 [Development](#),<sup>33</sup> which grants specific responsibility for the control of District funds  
306 to the Board of Trustees).
- 307 • Uphold standards that ensure legal compliance (as outlined in [BP 1230, Code of](#)  
308 [Ethics](#)<sup>34</sup>), which states that the Superintendent/President and Board Chair are  
309 authorized to consult with legal counsel when they become aware of, or are informed  
310 about, actual or perceived violations of pertinent laws and regulations).

311

312 These responsibilities are also reflected through the Board’s annual discussion and setting of  
313 its Goals and Priorities each summer. The college community, including faculty, staff, and  
314 administrators, is encouraged to provide input and to make recommendations.

315

316 A key tool to assist the Board in evaluating institutional effectiveness, its progress toward  
317 Board Goals and Priorities, and overall achievement of the Mission of the College is [the](#)  
318 [Institutional Effectiveness Report](#),<sup>35</sup> which is presented annually to the Board of Trustees and  
319 summarized online through the [Institutional Effectiveness Dashboard](#).<sup>36</sup> This report is

320 produced by the Academic Senate Joint Institutional Effectiveness Committee, with support  
321 from the Office of Institutional Research, and provides an overview of the College’s progress  
322 in achieving its Key Performance Indicators of Effectiveness and institutional set standards,  
323 as well as analysis of these results for improvement of student achievement and learning.  
324 The data included in the report is used as a basis for board planning and monitoring.  
325 Initially, this report was presented to the Board of Trustees in November. However, in an  
326 effort to constantly improve board practices, the Board recognized a need to move the timing  
327 of this report from the fall to the spring so that it can inform board planning and decision-  
328 making, including the setting of Board Goals and Priorities, which are identified in July. The  
329 Board may also use this report to inform its decision-making regarding the annual budget  
330 adoption, which occurs in August.

331  
332 The Board has actively supported several faculty-led initiatives to foster student success and  
333 strengthen educational quality and student learning and achievement. Examples include the  
334 [GRIT Initiative](#)<sup>37</sup> and [the Institutional Imagination Initiative \(I<sup>3</sup>\)](#),<sup>38</sup> which were developed as  
335 Strategic Initiatives by the Strategic Planning Taskforce, reviewed and recommended by  
336 DPAC, and approved by the Board of Trustees. The Board also contributes ideas to the  
337 institutional effectiveness and innovation of the College. For example, the idea of  
338 establishing a [Public Policy Institute](#)<sup>39</sup> came from a Trustee. These initiatives address college  
339 priorities and incorporate data and feedback from the College’s planning processes, including  
340 information also used to develop institutional objectives for the *Master Plan for Education*  
341 update.

342  
343 The Board of Trustees acts independently: its actions are final and are not subject to the  
344 actions of any other entity. The Board derives its powers from the Constitution of the State  
345 of California (Article IX; Section 14) and laws enacted by the Legislature of the State of  
346 California (Education Code). As such, as outlined in BP 1210, it has the power and  
347 responsibility to make rules and regulations for the operation of the District, establish its own  
348 procedures, and appraise and review its actions and policies. The College is a member of the  
349 California Community Colleges, under the administrative leadership of the California  
350 Community Colleges Chancellor’s Office, but the College also acts independently and is  
351 responsible for making its own rules, regulations, policies, and procedures, in accordance  
352 with state and federal code.

353

### 354 Analysis

355  
356 The Santa Monica College Board of Trustees has ultimate responsibility for educational  
357 quality, legal matters, and financial integrity and stability. It has developed policies to ensure  
358 that it receives sufficient information from the Superintendent/President to make informed  
359 decisions regarding these matters. The Board recently reviewed [revisions to BP 1210 and](#)  
360 [1220](#) to incorporate language that specifically addresses this standard.<sup>40</sup>

361  
362 The Board is actively involved in institutional planning and the development of educational  
363 programming to achieve the Vision, Mission, Goals, and Outcomes of the College. Trustees  
364 also encourage opportunities and research that they hear of, and, through the Superintendent/  
365 President, may encourage participation in new projects, programs, and grants.

366

367 **Plan**

368

369 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
370 continue to monitor its progress.

371

372

373 **IVC.6 The institution or the governing board publishes the board bylaws and policies**  
374 **specifying the board's size, duties, responsibilities, structure, and operating procedures.**

375

376 **Evidence of Meeting the Standard**

377

378 The [Board Policy Manual](#) for the Santa Monica Community College District is available on  
379 the District website.<sup>41</sup> This manual is regularly reviewed and updated by college  
380 constituency groups and submitted to the Board of Trustees for approval.

381

382 The Bylaws of the Board of Trustees, [Section 1000 of the Board Policy Manual](#),<sup>42</sup> contains  
383 all board policies related to board size, duties, responsibilities, structure and operating  
384 procedures which are concentrated in the first two articles of this section:

- 385 • Article 1100: Organization addresses the Composition of the Board of Trustees,  
386 Elections, Terms, and Orientation of New Members.
- 387 • Article 1200: Role of the Board of Trustees addresses Powers and Responsibilities,  
388 Policies, Code of Ethics, Limits of Authority, Conflict of Interest, Duties of the Board  
389 Chair, Vice-Chair, and Secretary to the Board.

390

391 **Analysis**

392

393 The College publishes the board bylaws and policies which specify its size, duties,  
394 responsibilities, structure and operating procedures.

395

396 **Plan**

397

398 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
399 continue to monitor its progress.

400

401

402 **IVC.7 The governing board acts in a manner consistent with its policies and bylaws.**  
403 **The board regularly assesses its policies and bylaws for their effectiveness in fulfilling**  
404 **the college/district/system mission and revises them as necessary.**

405

406 **Evidence of Meeting the Standard**

407

408 The Board of Trustees regularly acts in a manner consistent with its policies and bylaws,  
409 particularly with regard to the College's ongoing daily activities. This includes the  
410 implementation of policies related to institutional planning, participatory governance, and the  
411 development of committees. The Board Policy Manual outlines the general policies

412 governing college operations and regularly assesses and revises them in accordance with [BP](#)  
413 [1210, Power and Responsibilities](#),<sup>43</sup> which states that the Board of Trustees has the power  
414 and responsibility to appraise and review its actions and policies. [BP 1270, Board Self-](#)  
415 [Evaluation](#),<sup>44</sup> further notes that the Board will include, as a component of its [annual self-](#)  
416 [evaluation](#),<sup>45</sup> a review of its policies and an assessment of their effectiveness. The regular  
417 review and assessment of existing board policies is coordinated by the Chair of the Board  
418 and is included in the Board's self-assessment and appraisal of college performance. The  
419 Board Chair appoints ad hoc subcommittees as needed to address or update particular  
420 policies or practices.

421  
422 Board policy is continuously revised, as necessary, based on internal and external changes  
423 that impact institutional policy, including quarterly recommendations from the Community  
424 College League of California for policy updates as new legislation and/or policy is approved  
425 at the state or federal level. The Board also relies on input from the college community,  
426 including faculty, staff, and administrators; other institutional stakeholders, such as industry  
427 and community partners; and College Counsel to prompt review of existing policies and  
428 bylaws and/or implementation of new policies.

429  
430 **Analysis**

431  
432 The records of governing board actions, as noted in minutes and resolutions from [board](#)  
433 [meetings](#),<sup>46</sup> indicate that its actions are consistent with established policies and bylaws. The  
434 Board of Trustees is continuously working to improve board policies to better reflect the  
435 needs, concerns, and actions of Santa Monica College and reviews and assesses each of its  
436 operating policies for effectiveness on a regular basis. The Board has approved revisions and  
437 additions to board policy in several key areas, including [nondiscrimination policies](#)<sup>47</sup> and  
438 [sexual misconduct policies](#).<sup>48</sup> Each of these policies was drafted by one or more segments of  
439 the college community prior to review and approval by the Board of Trustees.

440  
441 Once approved, the Board works diligently to adhere to its policies, not only in the routine  
442 administration of the College, but as it carries out activities that occur infrequently, such as  
443 the recruitment and selection of a new Superintendent/President. By adhering to its policies,  
444 the Board protects the College from internal and external scrutiny and ensures that the  
445 College is achieving its Vision, Mission, Goals, and Outcomes in accordance with its  
446 institutional values and guiding principles, as well as with state and federal mandates.

447  
448 **Plan**

449  
450 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
451 continue to monitor its progress.

452  
453

454 **IVC.8 To ensure the institution is accomplishing its goals for student success, the**  
455 **governing board regularly reviews key indicators of student learning and achievement**  
456 **and institutional plans for improving academic quality.**  
457

458 *Evidence of Meeting the Standard*  
459

460 The Board of Trustees works closely with the Superintendent/President and the entire college  
461 community to ensure that key performance indicators of student learning and achievement  
462 and institutional plans for improving academic quality are established and regularly reviewed  
463 through the institutional effectiveness process. The Board's Goals and Priorities rank  
464 academic quality as most important – it is and has been Goal #1.  
465

466 Institutional effectiveness is the systematic and continuous process of measuring the extent to  
467 which the College achieves its Mission, as expressed through the College's Mission, Goals,  
468 Outcomes, and *Master Plan for Education* objectives. The ultimate purpose of the  
469 institutional effectiveness process is to advance educational quality and institutional  
470 improvement. This process includes the completion of annual program review by all  
471 institutional programs and services, the assessment of *Master Plan for Education* objectives,  
472 and the development of an annual [Institutional Effectiveness Report](#).<sup>49</sup>  
473

474 The Institutional Effectiveness Report is critical to the evaluation of institutional  
475 effectiveness, Board Goals and Priorities, and overall achievement of the College's Mission,  
476 as it keeps the college community, including the Board of Trustees, informed of institutional  
477 progress toward college goals. The report is presented annually to the Board of Trustees and  
478 summarized online through the [Institutional Effectiveness Dashboard](#).<sup>50</sup> The report provides  
479 an overview of the College's progress in achieving its Mission, Goals, Outcomes, and  
480 initiatives, as measured through Key Performance Indicators of Effectiveness and institution-  
481 set standards, which the committee established to measure the effectiveness of the College.  
482 Many of the student data sets are disaggregated by student demographics so that the College  
483 may address equity concerns. This report to the Board also presents data from the annual  
484 Student Success Scorecard report and institution set standards that respond to the Institutional  
485 Effectiveness Partnership Initiative (IEPI) Framework of Indicators.  
486

487 Each meeting of the Board of Trustees includes one or more presentations regarding the  
488 effectiveness of individual programs and services offered by the College, such as the  
489 Institutional Effectiveness Report described above. Through these presentations, board  
490 members receive regular and ad hoc reports from the Superintendent/President that address  
491 specific board priorities, interests, and concerns, as well as the activities and outcomes of  
492 institutional programs and initiatives, such as distance learning, global citizenship, Career  
493 Technical Education (CTE), and GRIT, all of which report annually to the Board. The  
494 Superintendent/President also meets regularly with board members and submits a [weekly](#)  
495 [report](#) to the Board.<sup>51</sup> Based on the content of these reports, the Board of Trustees makes  
496 recommendations to the Superintendent/President for institutional improvement.  
497

498 *Analysis*

499

500 The college community, with leadership, guidance, and support from the Board of Trustees,  
501 has developed an institutional effectiveness process that incorporates the culture of Santa  
502 Monica College and the principles of participatory governance. The Board uses information  
503 from reports delivered during board meetings to further support and guide the institution.

504

505 *Plan*

506

507 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
508 continue to monitor its progress.

509

510

511 **IVC.9 The governing board has an on-going training program for board development**  
512 **including new member orientation. It has a mechanism for providing for continuity of**  
513 **board membership and staggered terms of office.**

514

515 *Evidence of Meeting the Standard*

516

517 Ongoing training and professional development of the College's Board of Trustees members  
518 is accomplished through a formal orientation process for new members and financial support  
519 offered for board members' participation in professional development activities. [BP 1140,](#)  
520 [Orientation of New Members](#),<sup>52</sup> oversees the orientation of all new members to the Board of  
521 Trustees. Specifically, the Board of Trustees, the Superintendent/President, and members of  
522 senior staff provide information such as the Board Policy Manual and training on Board  
523 functions, policies, and procedures before the new member takes office. One-on-one  
524 meetings with department heads, student leadership, and constituency group leaders are also  
525 scheduled. The new member also receives notification and materials for board meetings  
526 before the new member's start of service to stay abreast of board activity.

527

528 As outlined in [BP 1340, Attendance at Meetings and Conferences](#),<sup>53</sup> members of the Board  
529 are encouraged to attend meetings and conferences related to educational or college matters  
530 as part of their professional growth and benefit to the District. As time permits, members  
531 assume leadership roles in the state's community college governing bodies, including the  
532 Community College League of California, for which one of the College's board members has  
533 served as Chair and Past-Chair of the [League's Board of Directors](#).<sup>54</sup>

534

535 The College's Board of Trustees members have dedicated themselves to the College and its  
536 success. Board members have pursued educational achievements and professional insights to  
537 assist them in their role as trustees. Members of the Board participate in leadership  
538 development options through the Community College League of California and the  
539 Association of Community College Trustees to hone their skill sets and abilities to lead as  
540 community college Trustees. This includes the League's Annual Legislative Conference,  
541 designed specifically for California community college board members, during which they  
542 can meet individually with legislative members and/or attend sessions if relevant.

543

544 The Board of Trustees also conducts at least two board [study sessions](#) per year on topics of  
545 interest to board members and the college community.<sup>55</sup> The Board has implemented  
546 additional workshops to facilitate board development, including a [workshop on Board/CEO](#)  
547 [relationships](#) to establish a good working relationship with the College's new  
548 Superintendent/President.<sup>56</sup>

549

### 550 **Continuity of Board Membership and Staggered Terms of Office**

551

552 There are seven board members who are elected to a four-year term by the voters in the  
553 College's district. There are no term limits, so members may serve as long as they would  
554 like for as long as the voters approve. The election of board members is guided by [BP 1130,](#)  
555 [Term of Office](#),<sup>57</sup> which states that elections are staggered, such that every two years,  
556 elections are held for either three or four board members. This ensures the continuity of  
557 membership and the presence of experienced members as new board members are elected.

558

559 The Student Trustee is elected by the Associated Students annually and is mentored by the  
560 Superintendent/President, other trustees, and the Vice President of Student Affairs. The  
561 Student Trustee holds an "advisory vote" as a member of the Board.

562

### 563 **Analysis**

564

565 Santa Monica College has formal board policies that outline the orientation of new board  
566 members, encourages their participation in ongoing professional development efforts, and  
567 provides a method for ensuring continuity in memberships and staggered terms of office.  
568 These policies are followed by the Board when elections are held and/or the need arises to fill  
569 a seat.

570

### 571 **Plan**

572

573 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
574 continue to monitor its progress.

575

576

577 **IVC.10 Board policies and/or bylaws clearly establish a process for board evaluation.**  
578 **The evaluation assesses the board's effectiveness in promoting and sustaining academic**  
579 **quality and institutional effectiveness. The governing board regularly evaluates its**  
580 **practices and performance, including full participation in board training, and makes**  
581 **public the results. The results are used to improve board performance, academic**  
582 **quality, and institutional effectiveness.**

583

### 584 **Evidence of Meeting the Standard**

585

586 [BP 1270, Board Self Evaluation](#),<sup>58</sup> defines the annual self-evaluation process of the Board of  
587 Trustees. Conducted during the summer study session, the evaluation:

588

- 1) Assesses the strengths and weaknesses of the Board as a whole;

- 589 2) Determines the effectiveness of the performance of the Trustees in achieving the  
590 District's goals;  
591 3) Identifies the aspects or functions that need improvement;  
592 4) Determines the effectiveness of the policies established by the Board; and  
593 5) Assesses accomplishments relative to the Vision, Mission, and Goals of the District.  
594

595 BP 1270, which was last revised in May 2014, specifies that the methodology used by the  
596 Board to assess itself will be determined by the Board each year based on the priorities of the  
597 institution. The specific criteria used by the Board each year are subject to change based on  
598 the needs and concerns of the Board and the College in any given year.  
599

600 The [self-evaluation](#) occurs during the Board's summer Study Session and includes a review  
601 of the previous year's Board Goals and Priorities and the College's progress in achieving  
602 these priorities.<sup>59</sup> The outcome of the [Board's annual review of its Goals and Priorities](#) is  
603 posted online.<sup>60</sup> The results of the self-evaluation and performance appraisal discussion  
604 provide the basis for the Board to develop the next year's [Goals and Priorities](#).<sup>61</sup>  
605

606 In 2014-2015, members of the Board evaluated their performance through the completion of  
607 two questionnaires that asked members to assess their performance in relation to the  
608 [Accreditation Standards](#)<sup>62</sup> and the College's progress relative to the Board's own [Goals and](#)  
609 [Priorities](#).<sup>63</sup> Supporting materials such as the Accreditation Standards; prior year Board of  
610 Trustees Goals and Priorities; notes related to presentations, reports, and actions at board  
611 meetings; and the Superintendent/President's Annual Report were also included with the self-  
612 evaluation forms.  
613

### 614 **Analysis**

615

616 Santa Monica College's board policy indicates that the Board determines the methodology  
617 used for the self-evaluation process. As such, the process, including the forms used to  
618 conduct the evaluation, has evolved over time. When the previous Superintendent/President  
619 announced his retirement, the Board shifted the evaluation tool that had been used for his  
620 evaluation to their own open session self-evaluation and performance appraisal of the  
621 College. This new practice was well-received by both the Board and the public and will be  
622 continued. The Board has also added an evaluation component that specifically addresses  
623 accreditation standards. The Board produces annual Goals and Priorities that are a direct  
624 reflection of the effectiveness of its work and the efforts of the College in general.  
625

### 626 **Plan**

627

628 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
629 continue to monitor its progress.  
630  
631

632 **IVC.11 The governing board upholds a code of ethics and conflict of interest policy,**  
633 **and individual board members adhere to the code. The board has a clearly defined**  
634 **policy for dealing with behavior that violates its code and implements it when**  
635 **necessary. A majority of the board members have no employment, family, ownership,**  
636 **or other personal financial interest in the institution. Board member interests are**  
637 **disclosed and do not interfere with the impartiality of governing body members or**  
638 **outweigh the greater duty to secure and ensure the academic and fiscal integrity of the**  
639 **institution. (ER 7)**

640  
641 **Evidence of Meeting the Standard**  
642

643 The activities of the Board of Trustees of Santa Monica College are guided by [BP 1230,](#)  
644 [Code of Ethics,](#)<sup>64</sup> and [BP 1250, Conflict of Interest.](#)<sup>65</sup> These policies provide direction for  
645 the Board as a collective entity, as well as for individual board members.  
646

647 The Code of Ethics policy includes ethical standards for the Board and establishes principles  
648 that promote strong relationships between the Board and the college community. It also  
649 includes a provision that outlines the process for dealing with board behavior that is  
650 unethical. Specifically, violations of the Board’s Code of Ethics are addressed by the Chair  
651 of the Board, who will first discuss the violation with the Trustee to reach a resolution. If a  
652 resolution is not achieved and further action is deemed necessary, the Chair may appoint an  
653 ad hoc committee to examine the matter and recommend further courses of action to the  
654 Board. Sanctions may include a recommendation to the Board for censure of the trustee. If  
655 the Chair of the Board is perceived to have violated the code, the Board Vice Chair is  
656 authorized to pursue resolution.  
657

658 BP 1250, Conflict of Interest, indicates that board members must inform the Board of  
659 Trustees when they have private financial interests in a particular matter that may be affected  
660 by an action taken within his/her official duties and responsibilities. At this time, the  
661 majority of board members have no employment, family, ownership or other personal  
662 financial interest in the District. Board member interests are disclosed through [Form 700:](#)  
663 [Conflict of Interest Form](#)<sup>66</sup> and do not interfere with the impartiality of the governing body  
664 members or outweigh the greater duty to secure and ensure the academic and fiscal integrity  
665 of the District.  
666

667 **Analysis**  
668

669 Santa Monica College has clearly articulated board policies that outline the Code of Ethics  
670 for the Board of Trustees and a Conflict of Interest statement. These policies include a  
671 process for addressing violations. However, to date, there have been no violations of these  
672 policies.  
673

674 **Plan**  
675

676 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
677 continue to monitor its progress.

678  
679  
680 **IVC.12 The governing board delegates full responsibility and authority to the CEO to**  
681 **implement and administer board policies without board interference and holds the**  
682 **CEO accountable for the operation of the district/system or college, respectively.**  
683

684 *Evidence of Meeting the Standard*

685  
686 [BP 1210](#)<sup>67</sup> and [1220](#)<sup>68</sup> serve to delegate full responsibility and authority to the  
687 Superintendent/President to implement and administer board policies without board  
688 interference but retains the right to review rules and regulations for harmony for Board of  
689 Trustees policies. In addition, [BP 2120, Delegation of Authority](#),<sup>69</sup> grants the  
690 Superintendent/President the right to delegate any powers and duties entrusted by the Board.  
691 This delegation of authority is also stipulated in the Superintendent/President’s employment  
692 contract.

693  
694 The Board of Trustees engages in ongoing monitoring of the Superintendent/President’s  
695 actions to implement board policies and achieve institutional goals and conducts an annual  
696 evaluation of the [Superintendent/President’s overall performance](#),<sup>70</sup> as described in Standard  
697 IVC.3. The Board evaluates the Superintendent/President on specific goals and objectives  
698 set by the Board in its annual Goals and Priorities. The Superintendent/President receives  
699 feedback regarding his/her performance during closed session discussion. Instruments for  
700 the evaluation of the Superintendent/President are determined by the Board Chair, who may  
701 appoint an ad hoc committee to revise the process/tools if the Board so chooses.  
702 Components of the Superintendent/President’s evaluation include a [Performance Appraisal](#)  
703 [Questionnaire](#)<sup>71</sup> completed by each Board member and a Summary Annual report. New this  
704 year, the Superintendent/President will complete and share with the Board two self-reflection  
705 forms as part of the closed session [evaluation process](#).<sup>72</sup>

706  
707 The Board also monitors the Superintendent/President’s implementation of board policies  
708 and institutional performance throughout the year through weekly updates and [monthly](#)  
709 [reports](#)<sup>73</sup> that detail college activities and provide more in-depth information regarding  
710 selected programs, services, initiatives, and/or outcomes. These reports provide an  
711 opportunity for the Superintendent/President to share the College’s successes and concerns  
712 with the Board, while allowing the Board to hold the Superintendent/President accountable.

713  
714 *Analysis*

715  
716 Santa Monica College has established board policies that clearly delegate administrative  
717 authority to the Superintendent/President. These policies, which are available online, ensure  
718 that all parties are clear regarding this delegation of administrative authority. The Board  
719 holds the Superintendent/President accountable for the operation of the College and sets  
720 expectations for the Superintendent/President based on its Goals and Priorities, the  
721 Superintendent/President’s annual performance evaluation, and other institutional  
722 effectiveness data, including program and budget reports, presented to the Board throughout  
723 the year. These reports help ensure that the Board has sufficient information on institutional

724 performance to fulfill its responsibility for educational quality, legal matters, and financial  
725 integrity.

726

727 **Plan**

728

729 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
730 continue to monitor its progress.

731

732

733 **IVC.13 The governing board is informed about the Eligibility Requirements, the**  
734 **Accreditation Standards, Commission policies, accreditation processes, and the**  
735 **college’s accredited status, and supports through policy the college’s efforts to improve**  
736 **and excel. The board participates in evaluation of governing board roles and functions**  
737 **in the accreditation process.**

738

739 **Evidence of Meeting the Standard**

740

741 [Board Policies 2130, Accreditation](#),<sup>74</sup> states that it is the Superintendent/President’s  
742 responsibility to ensure that the District complies with the accreditation process and  
743 standards of the Western Association of Schools and Colleges Accrediting Commission of  
744 Community and Junior Colleges. The Superintendent/President must also ensure that the  
745 Board is involved in a substantive manner in any accreditation process in which board  
746 participation is germane and provide the Board with an accreditation report and any proposed  
747 actions to be taken in response to recommendations in an accreditation report.

748

749 As such, the Board is apprised of the accreditation process and the College’s accreditation  
750 status through regular [reports to the Board](#),<sup>75</sup> particularly during a self-study year, but also as  
751 Eligibility Requirements, Accreditation Standards, and Commission policies change. This  
752 information is shared with the Board through the Superintendent/President and the College’s  
753 Accreditation Liaison Officer and/or the co-chairs of the Accreditation Steering Committee.  
754 The Board is also involved in the process by approving policies, programs, and practices that  
755 ensure that the College is in compliance with Eligibility Requirements, Accreditation  
756 Standards, and Commission Policies. It is through these decisions, which include resource  
757 allocation, that the Board demonstrates its commitment to supporting and improving student  
758 learning outcomes.

759

760 The Board participates in evaluation of governing board roles and functions as part of the  
761 accreditation process by completing its annual self-evaluation as outlined in board policy.  
762 The Board also participates in the self-study process through [self-reflection and plans for](#)  
763 [improvement](#).<sup>76</sup> In addition, in 2014-2015, the Board added a [questionnaire](#)<sup>77</sup> specifically  
764 addressing the extent to which the Board, its actions, and its policies align with the  
765 accreditation standards identified in IVC, as well as the College’s compliance with the  
766 policies and regulations required by the Accrediting Commission.

767

768 The Board understands the importance of accreditation and its process. Board members have  
769 been encouraged to attend specific training on Accreditation conducted by the Community

770 College League of California and Association of Community College Trustees. The Board  
771 received periodic updates in their weekly board packets and the Accreditation Co-Chairs and  
772 Accreditation Liaison Officer delivered updates at board meetings. The Board also had the  
773 opportunity to review the Self Evaluation Report before officially accepting the Self  
774 Evaluation Report, and Board members were invited to attend the Brown Bag discussions.  
775

776 For Standard IVC, Leadership and Governance: Governing Board, the team interviewed  
777 members of the Board of Trustees who had served as both Board Chair and Vice Chair since  
778 the accreditation visit of 2010. The board members understood that their active involvement  
779 and thoughtful input are important components for a thorough self-study process.  
780

### 781 **Analysis**

782  
783 The Board of Trustees is actively involved in the accreditation process of Santa Monica  
784 College. The Board is informed about Eligibility Requirements, Accreditation Standards,  
785 Commission policies, accreditation processes, and the College's accredited status in multiple  
786 ways.  
787

788 In addition, the Board of Trustees supports the College's efforts to improve and excel  
789 through the approval of institutional policies, processes, and practices that ensure the College  
790 is meeting Eligibility Requirements, Accreditation Standards, and Commission Policies,  
791 particularly regarding actions that are part of improvements planned as a result of the  
792 institutional self-evaluation and accreditation process.  
793

### 794 **Plan**

795  
796 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
797 continue to monitor its progress.  
798

799 **LIST OF EVIDENCE USED IN STANDARD IVC**

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- 1 IVC1\_BP\_1220.pdf
- 2 IVC1\_BP\_1210.pdf
- 3 IVC1\_Board\_Policy\_Manual\_1000-6000.pdf
- 4 IVC1\_BP\_3122.pdf
- 5 IVC1\_AR\_3122.pdf
- 6 IVC1\_AR\_4114.pdf
- 7 IVC1\_BP\_2140.pdf
- 8 IVC1\_BP\_2405.pdf
- 9 IVC1\_BP\_2140.pdf
- 10 IVC1\_BP\_6100.pdf
- 11 IVC1\_Budget\_Objectives\_Principles\_BT\_Agenda\_6-7-2016.pdf
- 12 IVC1\_Board\_Goals\_Priorities\_2010-2016.pdf
- 13 IVC1\_BT\_2-15-2011\_Minutes.pdf
- 14 IVC1\_Budget\_Principles\_2012-2013.pdf
- 15 IVC1\_Budget\_Objectives\_Principles\_BT\_Agenda\_6-7-2016.pdf
- 16 IVC2\_BP\_1230.pdf
- 17 IVC2\_BT\_Minutes\_2-5-2013.pdf
- 18 IVC1\_BP\_1210.pdf
- 19 IVC3\_BP\_1266.pdf
- 20 IVC3\_BP\_1280.pdf
- 21 IVC3\_BT\_Minutes\_5-26-2015.pdf
- 22 IVC3\_Superintendent\_Evaluation\_forms\_2010-2014.pdf
- 23 IVC3\_BT\_Agenda\_4-5-2016.pdf
- 24 IVC3\_BT\_Minutes\_5-3-2016.pdf
- 25 IVC4\_BT\_members.pdf
- 26 IVC4\_Board\_of\_Trustees\_members\_webpage.pdf
- 27 IVC2\_BP\_1230.pdf
- 28 IVC4\_BP\_1250.pdf
- 29 IVC4\_SM\_Cradle-to-Career\_FAQs.pdf
- 30 IVC1\_BP\_1210.pdf
- 31 IVC1\_BP\_1220.pdf
- 32 IVC5\_BP\_6000.pdf
- 33 IVC1\_BP\_6100.pdf
- 34 IVC2\_BP\_1230.pdf
- 35 IVC5\_2015\_IE\_Committee\_Report\_to\_DPAC.pdf
- 36 IVC5\_2015\_Dashboard\_Report.pdf
- 37 IVC5\_GRIT\_Initiative.pdf
- 38 IVC5\_Strategic\_Initiatives\_webpage.pdf
- 39 IVC5\_Public\_Policy\_Institute.pdf
- 40 IVC5\_BT\_Minutes\_5-3-2016\_changes\_to\_BP\_1210\_1220.pdf
- 41 IVC6\_BT\_Policy\_Manual\_webpage\_screenshot.pdf
- 42 IVC6\_Board\_Policy\_Manual\_Section\_1000.pdf
- 43 IVC7\_BP\_1210\_Powers\_and\_Responsibilities.pdf
- 44 IVC7\_BP\_1270\_Board\_Self-Evaluation.pdf
- 45 IVC7\_BT\_Minutes\_Self-Eval\_4-1-2014.pdf
- 46 IVC7\_Example\_of\_BT\_Actions\_Compliance\_with\_BPs.pdf
- 47 IVC7\_BP3120\_Equal\_Employment\_Opportunity\_and\_Nondiscrimination\_in\_Employment.pdf
- 48 IVC7\_BP3122\_Sexual\_Misconduct.pdf
- 49 IVC5\_2015\_IE\_Committee\_Report\_to\_DPAC.pdf
- 50 IVC8\_Institutional\_Effectiveness\_Dashboards\_Presented\_at\_BOT\_5-3-2016.pdf

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51 IVC8\_Superintendent\_report\_from\_BT\_Minutes\_1-12-2016.pdf  
52 IVC9\_BP\_1140\_Orientation\_of\_New\_Members.pdf  
53 IVC9\_BP\_1340\_Attendance\_at\_Meetings\_and\_Conferences.pdf  
54 IVC9\_Community\_College\_League\_of\_California\_Board\_of\_Directors.pdf  
55 IVC9\_BT\_Mtg\_agenda\_3-15-2016.pdf  
56 IVC9\_SMC\_Board\_Training\_Workshop\_PPT\_2-20-16.pdf  
57 IVC9\_BP\_1130.pdf  
58 IVC7\_BP\_1270\_Board\_Self-Evaluation.pdf  
59 IVC10\_BT\_Evaluation\_Form\_2014-2015.pdf  
60 IVC10\_BT\_Study\_Session\_Minutes\_7-21-2015.pdf  
61 IVC1\_Board\_Goals\_Priorities\_2015-2016.pdf  
62 IVC10\_BT\_Evaluation\_Form\_2014-2015.pdf  
63 IVC10\_BT\_Evaluation\_Forms\_2012-2013.pdf  
64 IVC2\_BP\_1230.pdf  
65 IVC4\_BP\_1250.pdf  
66 IVC12\_Form700\_2015\_2016.pdf  
67 IVC1\_BP\_1210.pdf  
68 IVC1\_BP\_1220.pdf  
69 IVC12\_BP\_2100.pdf  
70 IVC3\_Superintendent\_Evaluation\_forms\_2010-2014.pdf  
71 IVC3\_Superintendent\_Evaluation\_form\_2013-2014.pdf  
72 IVC12\_Supt\_Self-Eval\_2015-2016.pdf  
73 IVC8\_Superintendent\_report\_from\_BT\_Minutes\_1-12-2016.pdf  
74 IVC1\_BP\_2140.pdf  
75 IVC13\_BT\_Accreditation\_updates\_2015-2016.pdf  
76 IVC13\_BT\_Self-Assessment\_BT\_Minutes\_7-16-2013.pdf  
77 IVC10\_BT\_Evaluation\_Form\_2014-2015.pdf