

1 **STANDARD IA: MISSION**

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3 **IA.1 The mission describes the institution’s broad educational purposes, its intended**  
4 **student population, the types of degrees and other credentials it offers, and its commitment**  
5 **to student learning and student achievement. (ER 6)**

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7 **Evidence of Meeting the Standard**

8  
9 Santa Monica College articulates a Mission statement informed by the core values described in the  
10 institutional Vision. The Mission defines the purposes of the College, identifies the student  
11 population it serves, and conveys a strong commitment to advancing student learning and  
12 achievement.

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

19  
20 **Mission:** *Santa Monica College provides a safe and inclusive learning environment that*  
21 *encourages personal and intellectual exploration, and challenges and supports students in*  
22 *achieving their educational goals. Students learn to contribute to the global community as they*  
23 *develop an understanding of their relationship to diverse social, cultural, political, economic,*  
24 *technological, and natural environments. The College recognizes the critical importance of each*  
25 *individual's contribution to the achievement of this mission.*

26  
27 *Santa Monica College provides open and affordable access to high quality undergraduate degrees*  
28 *and certificates and participates in partnerships with other colleges and universities to facilitate*  
29 *access to baccalaureate and higher degrees. The College’s programs and services assist students*  
30 *in the development of skills needed to succeed in college, prepare students for careers and*  
31 *transfer, and nurture a lifetime commitment to learning.*

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33 To further define this Mission and reinforce its commitment to its core values, the College has  
34 identified five Institutional Learning Outcomes (ILOs) and five Supporting Goals. These ILOs and  
35 Goals articulate the measures by which the College assesses its effectiveness in accomplishing its  
36 Mission. They also provide the framework for identifying institutional [Strategic Initiatives](#)<sup>1</sup> and  
37 establishing the [Master Plan for Education](#),<sup>2</sup> which is updated annually and includes objectives for  
38 addressing the institution’s most pressing needs, challenges, and opportunities. It is the  
39 responsibility of the [District Planning and Advisory Council](#),<sup>3</sup> the College’s primary planning  
40 body, to develop the annual *Master Plan for Education* update and oversee the long-term planning  
41 efforts of reviewing the Vision, Mission, Values, and Goals; assessing the College’s planning  
42 process; and developing new Strategic Initiatives every five years.<sup>1</sup>

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<sup>1</sup> The College’s most recent initiatives are GRIT (Growth/Resilience/Integrity/Tenacity) and I<sup>3</sup> (Institutional Imagination Initiative). These are described fully in Standard IA.3.

44 **Institutional Learning Outcomes**

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46 Students who complete their educational goals at the College will achieve the following ILOs:

- 47 1. Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with  
 48 integrity in both their personal and professional lives. (*Personal Attributes*)  
 49 2. Obtain the knowledge and academic skills necessary to access, evaluate, and interpret  
 50 ideas, images, and information critically in order to communicate effectively, reach  
 51 conclusions, and solve problems. (*Analytic and Communication Skills*)  
 52 3. Respect the inter-relatedness of the global environment, engage with diverse peoples, and  
 53 acknowledge the significance of their daily actions relative to broader issues and events.  
 54 (*Applied Social Knowledge and Values*)  
 55 4. Take responsibility for their own impact on the earth by living a sustainable and ethical life  
 56 style. (*Applied Knowledge and Valuation of the Physical World*)  
 57 5. Demonstrate a level of engagement in the subject matter that enables and motivates the  
 58 integration of acquired knowledge and skills beyond the classroom. (*Authentic*  
 59 *Engagement*)  
 60

<b>SUPPORTING GOALS</b>	
<b>Innovative and Responsive Academic Environment</b>	<ul style="list-style-type: none"> <li>Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community.</li> </ul>
<b>Supportive Learning Environment</b>	<ul style="list-style-type: none"> <li>Provide access to comprehensive student learning resources such as library, tutoring, and technology.</li> <li>Provide access to comprehensive and innovative student support services, such as admissions and records, counseling, assessment, outreach, and financial aid.</li> </ul>
<b>Stable Fiscal Environment</b>	<ul style="list-style-type: none"> <li>Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources.</li> </ul>
<b>Sustainable Physical Environment</b>	<ul style="list-style-type: none"> <li>Apply sustainable practices to maintain and enhance the College’s facilities and infrastructure, including grounds, buildings, and technology.</li> </ul>
<b>Supportive Collegial Environment</b>	<ul style="list-style-type: none"> <li>Improve and enhance decision-making and communication processes in order to respect the diverse needs and goals of the entire college community.</li> </ul>

61

62 An overview of the [Vision, Mission, ILOs, and Supporting Goals](#) is included on the College’s  
 63 website.<sup>4</sup> The following pages specifically delineate how the Mission describes its educational  
 64 purpose, intended student population, types of degrees and credentials offered, and its commitment  
 65 to student learning and achievement.  
 66

67 **Educational Purpose**

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69 Santa Monica College’s educational purpose is embedded in its Mission statement. This purpose,  
70 as defined, is consistent with the primary mission of the California Community Colleges as  
71 articulated in Education Code Section 66010.4, which states, “*The California Community Colleges*  
72 *shall, as a primary mission, offer academic and vocational instruction at the lower division level*  
73 *for both younger and older students, including those persons returning to school.*”

74

75 The College Mission, Supporting Goals, and outcomes have evolved over time as the needs and  
76 concerns of students, employers, and communities have changed at the local, state, and federal  
77 levels. For the past decade, there has been greater state and federal emphasis on developmental  
78 education and preparation for college-level coursework, career technical education programs and  
79 workforce readiness, global citizenship, student equity, and, most recently, baccalaureate degrees  
80 at the community college level. The new and emerging interest in these areas has had several  
81 direct impacts on the College’s Mission and outcomes, including the following:

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- 83 • Inclusion of global citizenship in the Mission and as an Institutional Learning Outcome:  
84 Santa Monica College was one of the first community colleges in California to integrate  
85 global citizenship into the fabric of the institution. Identified as a Strategic Initiative in  
86 2006, the Global Citizenship Initiative has worked to increase student awareness of the  
87 social, cultural, and environmental transformations taking place at all levels of society;  
88 foster attitudes of tolerance and respect for diversity; enhance student command of  
89 technologies; and encourage a commitment to act as responsible global citizens. Over  
90 time, this initiative has been institutionalized across campus through multiple annual  
91 objectives and other actions, including the creation of an Academic Senate Global  
92 Citizenship Committee and the addition of a global citizenship degree requirement.  
93 Institutional commitment for global citizenship was demonstrated through the inclusion of  
94 global citizenship language in the [2011 revision of the College’s Mission](#).<sup>5</sup>

95

96 “*Students learn to contribute to the global community as they develop an understanding of*  
97 *their relationship to diverse social, cultural, political, economic, technological, and natural*  
98 *environments.*”

99

100 In addition, the College added an [Institutional Learning Outcome targeted to global](#)  
101 [citizenship](#) and revised the College’s credo to reflect this emphasis:<sup>6</sup> *Santa Monica*  
102 *College: Changing Lives in the Global Community Through Excellence in Education.*

103

- 104 • Inclusion of authentic engagement and applied learning as Institutional Learning  
105 Outcomes: One of the cornerstones of an increased focus on career technical education is  
106 the need to adequately prepare students for the real world. This is best accomplished  
107 through project-based experiences inside and outside of class, including work-based  
108 learning experiences and service learning, both of which allow students to apply what they  
109 learn in class. To support this increased focus, the College added [a fifth ILO](#).<sup>7</sup>

110

111 “*Demonstrate a level of engagement in the subject matter that enables and motivates the*  
112 *integration of acquired knowledge and skills beyond the classroom.* ([Authentic](#)  
113 [Engagement](#))”<sup>8</sup>

- 114
- 115 • Inclusion of language that facilitates attainment of the baccalaureate degree in the College’s
- 116 Mission: In 2014, the California Community Colleges Chancellor’s Office moved forward
- 117 with a proposal to pilot the granting of baccalaureate degree at the community college,
- 118 targeting non-competing career technical education programs that were not already offered
- 119 at California State University or the University of California. In preparation for this
- 120 initiative, Santa Monica College expanded [its Mission](#) to reflect this new area of emphasis.<sup>9</sup>
- 121

122 *“...participates in partnerships with other colleges and universities to facilitate access to*

123 *baccalaureate and higher degrees.”*

124

125 The College will continue to review and revise its Mission to accurately reflect its educational

126 purpose as challenges and opportunities present themselves.

127

128 **Intended Students**

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130 Santa Monica College’s Mission statement describes the students it intends to serve through its

131 educational purposes. The following chart provides an overview of the College’s educational

132 purposes as described in the Mission and the student populations that the College intends to serve

133 through those purposes.

134

Educational Purpose	Intended Student
Open and Affordable Access	<ul style="list-style-type: none"> <li>• Low-income students</li> <li>• Students of all educational backgrounds, regardless of prior academic achievement, including recent immigrants and non-native English speakers</li> <li>• Time- and place-bound students</li> <li>• International students who contribute to the College’s diversity and the goals of the College’s Global Citizenship Initiative</li> </ul>
Inclusive Learning Environment	<ul style="list-style-type: none"> <li>• Students of all ages and socioeconomic backgrounds</li> <li>• Students traditionally underrepresented in postsecondary education</li> <li>• Disabled students</li> <li>• Students who are or once were in foster care</li> <li>• Veterans</li> </ul>
College-Level Preparation and Developmental Education	<ul style="list-style-type: none"> <li>• High school students in dual or concurrent enrollment</li> <li>• Students underprepared for college-level coursework</li> <li>• Students who did not complete high school</li> <li>• Students who underperformed or underachieved in high school</li> <li>• Older students who are returning to school</li> </ul>
Career Preparation (Career Training)	<ul style="list-style-type: none"> <li>• Students seeking to enter/re-enter the workforce</li> <li>• Currently employed individuals who are seeking to expand and/or update skills, or post-retirement individuals seeking a second career</li> <li>• Employers seeking to upgrade the skills of their employees</li> </ul>
Transfer Preparation	<ul style="list-style-type: none"> <li>• Students pursuing a baccalaureate degree</li> <li>• Students enrolled at other community colleges or four-year institutions seeking to accelerate their progress toward degree completion</li> </ul>

Educational Purpose	Intended Student
Associate’s Degree and Certificate of Achievement Programs	<ul style="list-style-type: none"> <li>Students pursuing an associate’s degree and/or Certificate of Achievement</li> </ul>
Baccalaureate Degree Program	<ul style="list-style-type: none"> <li>Students pursuing a baccalaureate degree in targeted career technical education programs</li> </ul>
Lifelong Learning	<ul style="list-style-type: none"> <li>Students eligible for Emeritus College (older students)</li> <li>Students taking Community Education classes</li> <li>Students enrolled in ABE/GED/ESL adult education classes</li> <li>Students who have already earned postsecondary degrees but are returning for retraining, new AA degrees and/or personal enrichment</li> </ul>

135  
136 Students enroll for a variety of reasons, transfer is far and away [the primary reason](#) that students  
137 enroll at Santa Monica College.<sup>10</sup> The College supports many other student needs: Emeritus  
138 College serves the lifelong learning needs older adults; the Adult Education (noncredit) program  
139 serves individuals seeking to become US citizens and/or improve their English language skills;  
140 Workforce Development addresses the short-term training needs of local employers; and  
141 Community Education serves those seeking personal/professional enrichment. The College also  
142 provides cultural programs through partnerships with community-based organizations such as [P.S.  
143 Arts](#),<sup>11</sup> which works with the Broad Stage and the [Madison Project](#) to introduce professional arts to  
144 approximately 1,000 school children each year.<sup>12</sup>

145  
146 With regard to Distance Education, Santa Monica College has the seventh largest Distance  
147 Education program among community colleges in California, according to the California  
148 Community Colleges Chancellor’s Office. The intent of the College’s Distance Education  
149 program is to provide online instructional and student support options to time- and place-bound  
150 students that mirror resources and programming available on campus. Serving more than 6,500  
151 students in Fall 2014, Santa Monica College’s [online enrollment](#) makes up roughly 20% of the Fall  
152 2014 enrollment with one-third of these students enrolled solely in online classes; the majority take  
153 a combination of online and on-ground classes, including hybrid courses.<sup>13</sup>

### 154 **Degrees and Certificates**

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157 As indicated in the Mission statement, Santa Monica College offers “*high quality undergraduate  
158 degrees and certificates*” that prepare students for careers and/or transfer. As of the 2014-2015  
159 academic year, the College offers Associate in Arts and Associate in Science [degrees](#) in 58 areas of  
160 study, as well as 89 Certificates of Achievement and Departmental Certificates.<sup>14</sup>

161  
162 Over the last several years the College developed seven new Associate in Science degrees, two  
163 new Associate in Arts degrees, and eight new Certificates of Achievement. Additionally, per the  
164 goals set by the Chancellor’s Office, Santa Monica College has 15 Associate Degrees for Transfer  
165 (AD-Ts) in the approval pipeline – two more than required by the Chancellor’s Office. An  
166 overview of the [degrees and certificates](#) offered by Santa Monica College by area of study is  
167 included in evidence<sup>15</sup> as is the [Chancellor’s Office summary](#) of approved AD-T degrees.<sup>16</sup>  
168

169 Most recently, the College updated its Mission to acknowledge its increased focus on helping

170 students earn a baccalaureate degree, which Santa Monica College has been given [approval](#) to  
171 offer.<sup>17</sup> The revised wording recognizes the College’s intentional actions to “*facilitate access to*  
172 *baccalaureate and higher degrees.*”

## 174 **Commitment to Student Learning and Achievement**

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176 The Vision of Santa Monica College is to be “*a leader and innovator in learning and*  
177 *achievement.*” At the core of the College’s Mission is the commitment “*to provide a safe and*  
178 *inclusive learning environment that encourages personal and intellectual exploration, and*  
179 *challenges and supports students in achieving their educational goals.*” The College achieves this  
180 goal by offering an array of programs and services that “*assist students in the development of skills*  
181 *needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime*  
182 *commitment to learning.*”

183  
184 This Mission statement accurately reflects the College’s many successful and ongoing instructional  
185 and student support programs and services offered in support of student learning and achievement.  
186 The College recognizes that the combination of strong academic programs and a depth and range  
187 of support services are required to accomplish this. For example, the College’s counseling staff  
188 and the breadth of support services they provide reflect the institutional recognition that these  
189 services and interventions play a critical role in student learning and success. According to Fall  
190 2013 data reported in the [2015 Institutional Effectiveness Report](#)<sup>18</sup> and [Dashboard](#),<sup>19</sup> Santa Monica  
191 College’s student-to-counselor ratio was 361 to 1, one of the best in the state, which is  
192 demonstrative of the College’s commitment to student learning and achievement.

193  
194 The College’s [First Year Experience \(FYE\) Program](#), which is designed to support first-year  
195 students and those traditionally underrepresented in higher education, also demonstrates how the  
196 Mission supports student learning and achievement by assisting in “*the development of skills*  
197 *needed to succeed in college...careers and transfer.*”<sup>20</sup>

198  
199 Additional examples of the College’s commitment to support student learning and achievement  
200 through the development and institutionalization of innovative programming include the following:

- 201 • [Prep2Test](#),<sup>21</sup> a College-developed tool to prepare students to take the assessment test;
- 202 • [MyEdPlan](#),<sup>22</sup> a college-developed tool to facilitate education plan creation and tracking;
- 203 • [Supplemental Instruction](#),<sup>23</sup> an internationally recognized academic support model that uses  
204 peer-assisted study sessions to improve student retention and success.

205  
206 Another way in which the College demonstrates its commitment to student learning and  
207 achievement, as outlined in the Mission statement, is through the provision of “*high quality*  
208 *undergraduate degrees and certificates.*” This is best accomplished through the hiring of qualified  
209 faculty and staff, and more specifically, the hiring of qualified full-time faculty. The [process](#)  
210 followed by the Full-Time Faculty Position Joint Academic Senate Ranking Committee<sup>24</sup> is one of  
211 the most collaborative, comprehensive, and data-driven at the institution, and the heavy resources  
212 invested in a full-time faculty hire is indicative of the impact that the College believes excellent  
213 full-time faculty have on student learning and achievement.

215 The College’s Mission describes its commitment to student learning and achievement by noting  
216 that the College “*provides open and affordable access*” to its programs and services. Nowhere is  
217 this commitment to access better illustrated than during the recent economic recession. While the  
218 state reduced the College’s funding allocation for its Full-Time Equivalent Students (FTES), the  
219 College understood the impact that a reduced course load would have on student achievement and  
220 time to completion. Rather than reducing the course load to match the reduction in funding, the  
221 College intentionally used its reserve funding to offer courses over the level that was state-  
222 funded.<sup>25</sup> Likewise, the College did not cancel its winter and summer intersessions, but instead  
223 chose to use reserve funding and secure external funding to maintain student access to necessary  
224 classes. By maintaining these courses, the College helped ensure that students had access to the  
225 courses they needed to progress in a timely manner.

226  
227 Another example of how the College promotes open and affordable access is the creation of the  
228 class schedule. Class scheduling is driven by three overarching goals: student access, student  
229 success, and course/program/goal completion. Among the many factors that contribute to the  
230 schedule of classes each semester, the College considers the ability of students to complete a  
231 course of study in a timely fashion, especially in disciplines in which students must complete a  
232 sequence of classes, as one of the most important. The College also balances offerings by  
233 day/evening, on-ground/online, and main site/satellite site to further ensure access. In general, the  
234 College seeks to offer courses in multiple formats to reach a variety of learners effectively.

235  
236 **Analysis**

237  
238 The Santa Monica College Vision and Mission statements, together with the five Institutional  
239 Learning Outcomes and Supporting Goals, articulate the broad institutional educational purposes,  
240 the intended students to be served, degrees and certificates offered, and the institutional  
241 commitment to student learning and achievement. The language of the Vision and Mission is  
242 clear, providing general direction for setting institutional priorities, yet it is broad enough to enable  
243 innovation to support those priorities.

244  
245 The College regularly reviews and updates its Mission statement and the current statement will be  
246 revised as part of the strategic planning process which is scheduled to commence in the 2016-2017  
247 academic year. This effort will also specifically address two areas of the Mission: Educational  
248 Purpose and Intended Student Population to address the increased focus on student equity and  
249 improvement of student achievement among groups traditionally underrepresented in higher  
250 education (including, for example, low income students, students from underrepresented minority  
251 groups, foster youth, and veterans), and the needs of time and place bound students who enroll in  
252 Distance Education programs.

253  
254 **Plan**

255  
256 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
257 continue to monitor its progress. Santa Monica College regularly reviews its Mission statement as  
258 part of its strategic planning cycle.

259

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
<p><b>Objective 1:</b> Revise the Mission statement to reflect the College’s commitment to serving time- and place-bound students through distance education.</p> <p><b>Objective 2:</b> Expand the scope of the Mission statement to reflect the College’s commitment to learning and achievement for all students and achieving equity among the College’s diverse populations.</p>			
1) Develop committee to review Mission and create language. 2) Submit proposed language revisions to appropriate groups. 3) Obtain approval from Board of Trustees. 4) Update Mission statement in all public documents, including Web.	District Planning and Advisory Council	2016-2017	1) Approved Mission statement implemented and communicated to students and the college community in print and online.

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**IA.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

**Evidence of Meeting the Standard**

**Use of Data to Determine Effectiveness of Mission**

As described in IA.1, the College has established five Institutional Learning Outcomes (ILOs) which are assessed at the student level in the classroom or in counseling sessions. All course/counseling student learning outcomes (SLOs) are mapped to the ILOs. When an SLO is assessed, so are the [ILO core competencies](#)<sup>26</sup> to which that SLO is mapped. Through much discussion, the College has decided that most non-instructional areas (such as Financial Aid and Fiscal Services) assess outcomes based on the desired quality of their key functions and services. These outcomes are mapped to the strategic initiatives and Supporting Goals of the College, rather than the student learning-based ILOs. [The Institutional Effectiveness Committee](#)<sup>27</sup> reviews the assessment data and reports to the District Planning and Advisory Council on the degree to which ILOs, Strategic Initiatives, and the Supporting Goals of the College are achieved.

The College has also established five Supporting Goals that serve as a roadmap for the College as it works to achieve its Vision and Mission:

1. Maintain an innovative and responsive academic environment.
2. Provide a supportive learning environment.
3. Ensure a stable fiscal environment.
4. Offer a sustainable physical plant.
5. Facilitate a supportive collegial environment.

With leadership from the Institutional Effectiveness Committee and the Office of Institutional Research, the College has identified more than 40 [key indicators](#) to measure the College’s success in achieving these Supporting Goals.<sup>28</sup>

293 To assess the degree to which the College is achieving these indicators, the Academic Senate Joint  
294 Institutional Effectiveness Committee has established an institutional effectiveness process that  
295 documents the College’s performance toward these Supporting Goals. This process, organized by  
296 Supporting Goal, aims to monitor and review data using participatory governance to inform  
297 institutional strategies. It is an ongoing and dynamic process that responds to the changing needs  
298 and priorities of the College. These key indicators were purposefully designed to measure the  
299 institutional Supporting Goals and are systematically monitored and collected on a regular basis.  
300 Analysis of these key indicators serves as the basis for an annual [Institutional Effectiveness](#)  
301 [Report](#)<sup>29</sup>, which has been produced since 2010-2011. A web-based [Institutional Dashboard](#)<sup>30</sup> was  
302 added in 2012-2013 to provide a more visual representation of progress.

303  
304 The Institutional Effectiveness Report is not intended for reporting to external agencies such as  
305 federal, state, and accreditation agencies. Instead, the report primarily functions as an internal tool  
306 for the College to engage in self-evaluation of its Mission and the College’s purpose. However,  
307 when possible and appropriate, key indicators are aligned with and built on measures in federal and  
308 statewide accountability and research reports, including the American Association of Community  
309 Colleges’ report on educational attainment of community college students and the Accountability  
310 for Reporting California Community Colleges (ARCC). Key indicators are identified and  
311 measured on the basis of parameters and qualities such as the following:

- 312 • Stable, consistent, and fair: Focus on measures that can be at least somewhat influenced by  
313 the College.
- 314 • Aggregated and institution-focused: Include aggregated student and institutional data on  
315 major College milestones and outcomes and avoid data that are too narrow or focus on  
316 evaluating specific programs or departments.
- 317 • Purely descriptive: Do not provide a causal (scientific) explanation (the “whys?”) for trends  
318 in performance. They do not help us understand the relationship between inputs and  
319 outcomes; they simply describe the performance.
- 320 • Purposeful: Are meaningful to stakeholders. Indicators are not simply a “fact book”  
321 collection of data.

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323 Further detail on the Institutional Effectiveness Report, Dashboard, and the full institutional  
324 effectiveness process can be found in Standard IB.

### 325 326 **Use of Data to Assess Effectiveness of Mission and Direct Institutional Priorities**

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328 The ultimate purpose of the institutional effectiveness process is to advance educational quality  
329 and promote institutional improvement. Data drive the identification of educational needs and  
330 trends, which lead to the development of institutional priorities. By using longitudinal data  
331 collected internally for processes and reports related to the Mission, Institutional Learning  
332 Outcomes, and Supporting Goals, the College identifies and prioritizes those areas needing critical  
333 attention. The process of improving institutional effectiveness and developing new strategies to  
334 improve student achievement and learning relies on dialogue and collaborative inquiry among  
335 College constituents around institutional performance. This analytical process drives evidence-  
336 based College planning and decision-making.

337

338 This dialogue occurs at all levels of the institution and works its way up to the District Planning  
 339 and Advisory Council (DPAC) and the Board of Trustees. The Board of Trustees established  
 340 [DPAC](#)<sup>31</sup> in 2009 and recognizes it as “*the body primarily responsible for making*  
 341 *recommendations to the Superintendent/President on matters that are not otherwise the primary*  
 342 *responsibility of the Academic Senate [as outlined in Board Policy 2210], the Classified Staff [as*  
 343 *outlined in Board Policy 2220], the Associated Students [as outlined in Board Policy 2230] or the*  
 344 *Management Association [as outlined in Board Policy 2240].” The main issues addressed by*  
 345 DPAC include planning associated with the District budget, facilities, human resources,  
 346 instruction, student services, and technology.

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 348 DPAC also serves as the College’s primary planning body in that it coordinates institutional  
 349 planning, develops the annual *Master Plan for Education*, and oversees the long-term planning  
 350 efforts of reviewing the Vision, Mission, Values, and Goals of the College. DPAC also assesses  
 351 the College’s planning process and develops new Strategic Initiatives every five years.

352  
 353 In the spring of each year, the Academic Senate Joint Institutional Effectiveness Committee and  
 354 the Office of Institutional Research present the Institutional Effectiveness Report and Dashboard to  
 355 DPAC and the Board of Trustees. This [report](#) includes recommendations based on analysis of the  
 356 data findings in the Institutional Effectiveness Report and Dashboard and committee discussions  
 357 focused on improving institutional effectiveness.<sup>32</sup> A [summary](#) outlining the recommendations  
 358 made by the Institutional Effectiveness Committee in 2014-2015 and the results of those  
 359 recommendations on the College’s planning is included as evidence,<sup>33</sup> and one example is  
 360 provided below.

361  
 362 **Summary of Academic Senate Joint Institutional Effectiveness Committee Recommendations**  
 363 **and Resulting Impacts on College Planning**

Institutional Effectiveness Committee Recommendation Included in the <i>Master Plan for Education (MPE)</i>	Corresponding MPE Update Year and Objective (if applicable)	Planned Benchmarks and Outcomes
The College should investigate and implement strategies to increase the Career Technical Education (CTE) completion rate based on data that indicates that the College is not meeting its institution-set standards or target goals.	2014-2015 Institutional Objective #2: To develop and implement strategies to improve the CTE completion rate.	<ul style="list-style-type: none"> <li>• Sequencing CTE program courses to create seamless pathways from local high schools to Santa Monica College.</li> <li>• Contextualized curriculum content and accelerating completions through structured eight-week class modules.</li> <li>• Development of a CTE alumni database in preparation for an expanded definition of completion that will acknowledge the success of workers who experience predetermined increases in salary based on specific course and training completion.</li> </ul>

364  
 365 In addition, the College uses local, regional, state, and national data to direct institutional priorities.  
 366 For example, during the [2011 Strategic Planning cycle](#),<sup>34</sup> faculty who had been following national  
 367 research on the impact of non-cognitive skills on student success proposed that the College

368 implement strategies to improve student achievement through focused emphasis on the  
369 development of non-cognitive skills. Through a series of conversations at the student, faculty, and  
370 institutional level, this interest became known as the [GRIT Initiative](#)<sup>35</sup> and was approved as one of  
371 the College’s new Strategic Initiatives.

372 With this increased awareness of the impact of non-cognitive skills on student success, it became  
373 evident that the Mission limited the scope of college success activities to developmental education,  
374 including math and English remediation. After a series of discussions that took place in 2012, the  
375 Mission statement was modified to broaden the definition of “*skills needed to succeed in college*”  
376 from merely developmental skills to an array of skills, including both hard and soft skills, cognitive  
377 and non-cognitive skills. These [revisions](#) were approved by the District Planning and Advisory  
378 Council and the Board of Trustees,<sup>36</sup> with the new wording reading as follows: “*The College’s*  
379 *programs and services assist students in the development of skills needed to succeed in college,*  
380 *prepare students for careers and transfer, and nurture a lifetime commitment to learning.*”

381 Subsequently, as an outgrowth of GRIT efforts and to more broadly institutionalize the GRIT  
382 tenets, a fifth Institutional Learning Outcome addressing Authentic Engagement, defined as  
383 demonstrating “*a level of engagement in the subject matter that enables and motivates the*  
384 *integration of acquired knowledge and skills beyond the classroom,*” was added to the Institutional  
385 Learning Outcomes (ILO) as a means of measuring the Mission. The articulation of a GRIT-  
386 related Institutional Learning Outcome led to the development of course-level student learning  
387 outcomes (SLO) in support of the GRIT ILO. As a direct consequence of assessing and discussing  
388 this ILO and its linked student learning outcomes, the GRIT Initiative proposed [new](#)  
389 [programming](#)<sup>37</sup> to address this national movement, including the following:

- 390 • Additional professional development for faculty and staff focused on “growth mindset,”  
391 authentic engagement, and other topics;
- 392 • Development of the [SuccessNavigator](#)<sup>38</sup> tool in partnership with ETS (Educational Testing  
393 Service) to measure students’ skills in four non-cognitive domains, including academic  
394 skills, motivation/commitment, self-management, and social support; and
- 395 • Creation of a [Service-Learning Program](#)<sup>39</sup> that provides opportunities for students to gain a  
396 sense of agency while emboldening them to address community needs and developing their  
397 academic skills.

399 As the College’s programs and efforts indicate, the collection and analysis of data to document  
400 effectiveness and assess the College’s ability to accomplish its Mission is critical to its overall  
401 success. Student learning and achievement are at the core of this review.

### 402 Analysis

403  
404  
405 Santa Monica College’s Mission is the foundation for program development, assessment, analysis,  
406 and improvement and the College uses data on an ongoing basis to assess the effectiveness of its  
407 instructional and student support programs in achieving its Mission and direct institutional  
408 priorities. The use of data to determine institutional effectiveness has been enabled through tools  
409 and resources developed by the College’s Information Technology and Institutional Research  
410 offices. The College has also broadened the role of what had been the Academic Senate Joint  
411 Student Learning Outcomes Committee to include institutional effectiveness as the committee’s  
412 primary focus and responsibility and renamed the committee the Academic Senate Joint

413 [Institutional Effectiveness Committee](#).<sup>40</sup> This committee is the major driver and contributor to the  
414 assessment of institutional effectiveness, which is subsequently reviewed by all levels of the  
415 college community and constituent groups.

416  
417 Complementing these efforts have been changes to the annual master planning process and the  
418 program review process, which have helped to focus all program activities and institutional  
419 priorities on addressing and supporting the Mission. Through these efforts, the College is now able  
420 to better integrate and connect all planning processes and the data that inform these processes.

421  
422 The College's annual assessment of institutional effectiveness analyzes longitudinal data for more  
423 than 40 key indicators that link to the College's Mission, Institutional Learning Outcomes, and  
424 Supporting Goals and provide meaningful feedback for informing institutional priorities, goals, and  
425 objectives. In the past few years, the College has further refined its assessment process by  
426 identifying targets for each indicator to facilitate the College's ability to evaluate its efforts in  
427 relation to the Mission.

428  
429 The Bachelor of Science degree program in Interaction Design will be subject to the same rigorous  
430 assessment and analysis as all instructional programs at the College including thorough analysis of  
431 the achievement of the SLOs and accompanying ILO core competencies. In addition, the program  
432 will be reviewed through both the annual program review process as well as the comprehensive  
433 six-year program review process.

434  
435 In addition, since 2012, the College has been able to disaggregate data by student gender,  
436 ethnicity/race, and age (when available) for the key indicators. The availability of disaggregated  
437 data has been enormously helpful as the College develops targeted [equity plans](#).<sup>41</sup>

438  
439 **Plan**

440  
441 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
442 continue to monitor its progress.

443  
444  
445 **IA.3 The institution's programs and services are aligned with its mission. The mission  
446 guides institutional decision-making, planning, and resource allocation and informs  
447 institutional goals for student learning and achievement.**

448  
449 **Evidence of Meeting the Standard**

450  
451 The institutional Mission is the guidepost toward which all programs and services offered at Santa  
452 Monica College are developed, implemented, assessed for effectiveness, and sustained. By  
453 providing open and affordable access to high quality undergraduate degrees and certificates, the  
454 "*College's programs and services assist students in the development of skills needed to succeed in  
455 college, prepare students for careers and transfer, and nurture a lifetime commitment to learning.*"  
456 The depth and variety of programs demonstrate the institution's commitment to the Mission. The  
457 Mission has guided the development of and subsequent revisions of the Institutional Learning  
458 Outcomes and Supporting Goals, which in turn serve as the key indicators of institutional

459 effectiveness. The analysis of the data collected for these indicators drive institutional planning,  
460 decision-making, and resource allocation.

461

### 462 **Mission Directs Institutional Planning**

463

464 Ensuring alignment of programs and services with the Mission is at the heart of all planning  
465 processes and planning involves the entire college community as illustrated in the organizational  
466 [planning diagram](#)<sup>42</sup> and [timeline](#),<sup>43</sup> which are described below.

467

468 Through the [District Planning and Advisory Council](#) (DPAC), the College continuously reviews,  
469 documents, evaluates, and revises its planning processes to ensure that they are clear, linked, and  
470 demonstrate the manner in which decision-making, planning, and resource allocation support the  
471 Mission.<sup>44</sup>

472

473 In accordance with the DPAC charter, there are five DPAC planning subcommittees: Budget,  
474 Facilities, Technology, Human Resources, and College Services, each of which align with the five  
475 Supporting Goals of the College. Additionally, four Academic Senate Joint Committees act as  
476 resource liaisons to DPAC: Curriculum, Program Review, Student Affairs, and Institutional  
477 Effectiveness. The Chair of the Department Chairs Committee also serves as a liaison to DPAC.

478

479 A review of the last five years of Institutional Effectiveness Reports outlines the work that the  
480 College has completed to identify indicators that effectively assess the institution's efforts to  
481 achieve its Mission. The College has engaged in an ongoing quality improvement process with the  
482 [first report](#) (2010-2011)<sup>45</sup> reflecting the steps taken to build an inventory of potential key  
483 indicators. [Each subsequent report](#) (2013,<sup>46</sup> 2014<sup>47</sup>, 2015,<sup>48</sup>) demonstrates the College's  
484 commitment to establishing data sets that accurately measure performance by highlighting  
485 revisions, additions, and deletions to the key indicators and the reasons for those changes.

486

487 DPAC is responsible for the College's core planning document, the [Master Plan for Education](#).<sup>49</sup>  
488 The College adopted its first formal *Master Plan for Education* in 1997, and the plan has been  
489 reviewed and updated annually since its inception. In accordance with the College's [planning](#)  
490 [process](#),<sup>50</sup> the document is extensively revised every five years as part of the long-term strategic  
491 planning process. This includes a review of the College's Vision, Mission, and Goals, taking into  
492 consideration the College's progress toward achieving its Goals and Outcomes, as outlined in its  
493 Institutional Effectiveness Reports (particularly data analysis for key indicators), and local,  
494 regional, and national trends in student learning and achievement.

495

496 With this information, the college community identifies two or more long-term strategic initiatives  
497 to incorporate into the institutional planning process to support student learning. For the past ten  
498 years, the College has been working on six strategic initiatives, which are listed in the annual  
499 *Master Plan for Education Update*,<sup>51,52</sup> including four from the [Fall 2006 review](#) and two from the  
500 [Fall 2011 review](#). These initiatives align with key components of the institutional Mission. In  
501 2006, four initiatives were developed that addressed Basic Skills (Developmental Education),  
502 Global Citizenship, Sustainable Campus, and Career Technical Education. In the 2011 review of  
503 the Vision, Mission, and Goals statements, the Strategic Planning Task Force recommended minor

504 revisions to these statements and added [two new College initiatives](#): GRIT  
505 (Growth/Resilience/Integrity/Tenacity) and I<sup>3</sup> (Institutional Imagination Initiative).<sup>53</sup>  
506

507 In addition to the five-year long-term planning process, which includes both a revision to the  
508 *Master Plan for Education* and the identification of Strategic Initiatives, the College completes an  
509 annual update to the *Master Plan for Education* in order to identify key institutional objectives for  
510 the coming year(s). Correspondingly, the College determines how each objective relates to the  
511 Mission and aligns with one or more Institutional Learning Outcomes, Supporting Goals, or  
512 Strategic Initiatives while also identifying the program(s) responsible for achieving the objective,  
513 creating the timeline, and allocating the resources necessary for success. The [report](#) also includes  
514 an update on previous year objectives, categorizing each as Completed, Substantially Completed,  
515 Addressed, or Not Addressed.<sup>54</sup> The *Master Plan for Education* updates incorporate a number of  
516 related planning documents, including:

- 517 • Strategic Planning Initiatives
- 518 • [Academic Senate Objectives](#)<sup>55</sup>
- 519 • [Master Plan for Facilities](#)<sup>56</sup>
- 520 • [Master Plan for Technology](#)<sup>57</sup>
- 521 • Academic Senate Joint Institutional Effectiveness Committee [Annual Report](#)<sup>58</sup>
- 522 • Student/Institutional Learning Outcomes
- 523 • [DPAC Annual Report](#)<sup>59</sup>
- 524 • Academic Senate Joint Program Review Committee [Annual Recommendations](#)<sup>60</sup>
- 525 • Board of Trustees [Goals and Priorities](#)<sup>61</sup>
- 526 • Adopted Budget

527 These documents have as their foundation the Mission of the College and play a role in ensuring  
528 that the College is achieving its educational purpose and supporting student learning and  
529 achievement. DPAC uses them in the development of new institutional annual objectives, focusing  
530 on those that directly pertain to the Mission of the institution, as well as its Institutional Learning  
531 Outcomes, Supporting Goals, and Strategic Initiatives.

532  
533 DPAC developed a [template](#)<sup>62</sup> to help facilitate the development of potential objectives that align  
534 with the College's Mission and Goals, as well as with the priorities and recommendations  
535 developed by various planning bodies. All constituent groups represented on DPAC may also  
536 submit proposed objectives for consideration. DPAC's discussions result in a refinement of the  
537 proposed objectives, with an emphasis on those that are truly institutional in scope, measurable,  
538 and focused on specific outcomes in support of the Mission. The [final document](#) is then reviewed  
539 and [approved](#) by DPAC.<sup>63</sup>  
540

541 The *Master Plan for Education* is at the core of the College's planning cycle and assures that the  
542 College is developing programs and services in accordance with its Mission. It provides the annual  
543 roadmap that both coordinates and relies upon recommendations, assessments, and other forms of  
544 input from lower-tier planning functions. Since its inception, DPAC has made or recommended  
545 multiple additions, changes and adjustments to the process, its timelines, and the documents that  
546 inform the annual update to the *Master Plan for Education* to ensure that the Mission is at the heart  
547 of all institutional planning. These modifications include the following:  
548

- 549 • The College refined institutional objectives to ensure that they are truly institutional in  
550 scope, measurable, and appropriate for completion within a year. In 2012-2013, 100% of  
551 the institutional objectives were completed or substantially completed as compared to 82%  
552 in 2011-2012. These improvements also yielded a more effective means of communicating  
553 the annual institutional objectives to the college community, thus resulting in fuller  
554 participation in addressing them.
- 555 • The College made substantial [revisions](#) to the program review process<sup>64</sup> so that programs  
556 and services specifically address how their roles, responsibilities, and outcomes align with  
557 and impact the Mission of the College. Programs are also now required to complete an  
558 annual program review that will facilitate the comprehensive six-year review.
- 559 • Timelines associated with some components of the College's planning process have  
560 changed from being based on the fiscal year to being based on the calendar year. This has  
561 allowed planning processes to be carried out in a more logical and effective manner. For  
562 example, both the Program Review Planning Recommendations and the Institutional  
563 Effectiveness Report are now ready in the spring in time for review and use by the  
564 College's institutional planning bodies, including DPAC and the Board of Trustees, for  
565 inclusion in the *Master Plan for Education* update and incorporated into the budget  
566 development and resource allocation process. The following table provides an overview of  
567 the new timeline:  
568

<b>Timeline for Constructing the Yearly <i>Master Plan for Education</i></b>	
March	A schedule for developing the <i>Master Plan for Education</i> is presented to DPAC for information and input.
April	DPAC reviews the current year's institutional objectives to determine if any are to be continued.
June	The Institutional Effectiveness Annual Report is reviewed by DPAC to identify possible institutional objectives.  The Program Review Planning Summary is presented and begins the process of identifying overarching recommendations to be included as institutional objectives. Recommendations that are not included as institutional objectives are assigned to DPAC Subcommittees, Academic Senate Joint Committees, and/or staff to address.
July	DPAC discusses possible institutional objectives for the upcoming academic year. In late July, DPAC also reviews the <a href="#">Technology Objectives</a> . <sup>65</sup>
August	DPAC reviews the Board of Trustees Goals and Priorities <sup>66</sup> (developed at their <a href="#">Summer Study Session</a> ) and identifies possible institutional objectives for the upcoming academic year. In late August, DPAC reviews and discusses a draft of institutional objectives for the next academic year.
September	DPAC discusses and finalizes the institutional objectives for the academic year.
October	The <a href="#">Master Plan for Education update</a> is presented to the Board of Trustees and includes an evaluation of the previous year's progress on the objectives and the coming year's objectives along with supporting documents. <sup>67</sup>

569  
570

571 **Mission Guides Institutional Decision-Making and Resource Allocation**

572

573 As DPAC has been working to strengthen Mission-driven institutional planning, Fiscal Services  
574 has been working simultaneously to strengthen the resource allocation process so that it is not only  
575 Mission-driven, but also integrated into the planning process. Decision-making and resource  
576 allocation are inextricably linked and integrated into the College’s institutional planning process.  
577 Evidence of this integration between planning and Mission include the following:

- 578 • Fiscal Services representation on the DPAC Budget Planning Subcommittee, which makes  
579 recommendations to DPAC regarding budgetary issues. Fiscal Services ensures that  
580 current, accurate data is available for the Subcommittee’s use.
- 581 • Budgetary consideration in the *Master Plan for Education* institutional objectives template.  
582 Institutional objectives include estimates of the cost of the proposed activity, and identify a  
583 funding source to support these costs.
- 584 • Budget modifications via the Personnel and Budget Augmentation Report ([PBAR](#)) form,<sup>68</sup>  
585 which requires program managers and department chairs to link their budget augmentation  
586 request to the Mission and one or more Institutional Learning Outcomes, Supporting Goals,  
587 strategic initiatives, and/or other institutional.

588

589 A guiding principle for all resource development activities is the Mission of the College. As such,  
590 all new externally-funded programs, such as those secured through grants, must align with one or  
591 more components of the Mission, its Institutional Learning Outcomes, Supporting Goals, and/or  
592 strategic initiatives. A [review](#) of the grants awarded in the past five years indicates that 100% of  
593 all grant-funded programs are in direct support of the Mission.<sup>69</sup>

594

595 Another example of how the Mission guides decision-making and resource allocation is the  
596 College’s investment in online education. Although the Mission statement currently does not  
597 specify the College’s commitment to distance education, it does state that the College will provide  
598 “*open and affordable access to high quality undergraduate degrees and certificates.*” One of the  
599 strategies that the College uses to accomplish this outcome is Distance Education. The College has  
600 invested heavily in this program, including staffing an office dedicated to its oversight, maintaining  
601 an instructional platform that manages the delivery of classes, facilitating an Academic Senate  
602 Joint Committee that provides guidance and directs planning, and offering supportive services  
603 across campus that allow online students to access the same or similar resources as students who  
604 come to campus.

605

606 **Mission Informs Institutional Goals for Student Learning and Achievement**

607

608 As with planning, decision-making, and resource allocation, the Mission of Santa Monica College  
609 and its supporting Outcomes, Goals, and priorities inform and guide institutional goals for student  
610 learning and achievement. As noted previously, the College’s five Institutional Learning  
611 Outcomes (ILOs) and five Supporting Goals are used to measure the effectiveness of the College  
612 in achieving its Mission. Coupled with strategic initiatives, Outcomes and Goals also serve as the  
613 basis for the *Master Plan for Education* and its related planning documents, such as the online  
614 program review forms and the Personnel and Budget Augmentation Request form. With this  
615 information, the College sets Institutional Goals and Objectives that directly relate to the Mission.

616

617 **Analysis**

618

619 The Mission of Santa Monica College serves as the foundation for all institutional planning,  
620 decision-making, and resource allocation, and it informs the development of Institutional Goals  
621 and Objectives, including supporting program goals and objectives. The College has spent much  
622 of the last accreditation cycle refining its planning process and honing the tools and resources used  
623 to support this process, which has resulted in greater alignment between the Mission and program  
624 planning and decision-making, and it also ensures that the Mission is considered in all resource  
625 allocation decisions.

626

627 The most effective demonstration of the integration of the Mission as the foundation for  
628 institutional decision-making is the annual *Master Plan for Education* process. To ensure that the  
629 Mission remains at the forefront of all decision-making, the College has revised the planning  
630 process timeline so that program review and institutional effectiveness processes are complete and  
631 can be used to inform the development of the *Master Plan for Education*.

632

633 Like all instructional programs at the College, the Bachelor of Science degree program in  
634 Interaction Design is aligned with the mission of the college. In particular, the B.S. degree program  
635 supports providing “...access to high quality undergraduate degrees...” and facilitating “... access  
636 to baccalaureate and higher degrees.” The degree program also helps to “prepare students for  
637 careers” in a high demand, high growth, local industry.

638

639 The College will work to further integrate student equity into both its Mission and its planning and  
640 decision-making processes. As noted, several of the College’s programs and services have  
641 initiated student- and program-level dialogue around this issue and developed interventions  
642 designed to improve student achievement among underperforming groups. The College is also in  
643 the early stages of integrating equity language into the College’s Mission and Supporting Goals.  
644 To engage the broader college community in meaningful dialogue to improve the success rates of  
645 underperforming students, including underrepresented minority students, the Student Equity Plan  
646 Task Force was formed in 2014. The Task Force, which currently acts separately from the District  
647 Planning and Advisory Council and its advisory committees, identified a two-pronged approach to  
648 strengthen efforts and ensure validation of outcomes: 1) research and inquiry and 2) intervention  
649 and student support. These two pathways will culminate in an evaluation process to determine the  
650 most successful practices and how they can be brought to scale in order to have a broad and  
651 significant impact on closing the achievement gap. It is anticipated that as programs increase the  
652 capacity and scope of their most effective practices, there will be corresponding impact on the  
653 planning, decision-making, and resource allocation process.

654

655 **Plan**

656

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

659

660

661 **IA.4 The institution articulates its mission in a widely published statement approved by the**  
662 **governing board. The mission statement is periodically reviewed and updated as necessary.**  
663 **(ER 6)**

664  
665 **Evidence of Meeting the Standard**

666  
667 The College Vision, Mission, Supporting Goals, and Institutional Learning Outcomes are widely  
668 published in numerous places, including the following:

- 669 • [Santa Monica College website](#)<sup>70</sup> (multiple locations, including the [District Planning and](#)  
670 [Advisory Council webpage](#),<sup>71</sup> [Board of Trustees webpage](#),<sup>72</sup> and the [Board Policy](#)  
671 [Manual](#)<sup>73</sup>)
- 672 • [College Catalog](#)<sup>74</sup> (both the print and online versions)
- 673 • [Class Schedule](#)<sup>75</sup> (both the print and online versions)
- 674 • Other publications that are distributed to the public and for which there is sufficient space,  
675 such as the College's newsletter, [SMC in Focus](#)<sup>76</sup>

676  
677 The Mission is formally reviewed every five years as part of the College's Strategic Planning  
678 process. This process includes a review of the College's Vision, Mission, and Goals statements;  
679 evaluation of the institutional planning process, including the *Master Plan for Education*; and  
680 identification of long-term strategic initiatives, using local, regional, state, and national data to  
681 predict trends and identify areas of need and opportunity. These become the guiding principles and  
682 priorities that inform the development of institutional objectives, which are then included in the  
683 annual update to the *Master Plan for Education*.

684  
685 Revisions to the Mission are proposed by the Strategic Planning Task Force with input from  
686 groups directly involved in the development of new programs and services. Proposed revisions are  
687 vetted by the various constituency groups, including students, prior to presentation to DPAC which  
688 reviews, revises, and/or approves the revisions and forwards them to the Board of Trustees for final  
689 approval. Once approved, the Vision, Mission, Outcomes, and Goals are updated in all forums.

690  
691 Extensive revision has occurred twice in the past ten years. In 2006, a review of the College's  
692 Vision, Mission, and Goals statements resulted in a substantive revision through which the four  
693 Institutional Learning Outcomes became the central focus of institutional goals. This revision  
694 included new language focused on global citizenship and sustainability. Then in 2011, the Vision  
695 and Mission were revised to reflect the institution's increasing focus on transfer degrees and  
696 student success. This revision led to the adoption of two new Strategic Initiatives and a fifth  
697 Institutional Learning Outcome focused on authentic engagement.

698  
699 Outside of this formal review, changes are made as necessary as the educational purpose and/or  
700 programming of the institution changes, such as the recent decision to pursue baccalaureate  
701 programming at the community college level. In Spring 2015, upon notification by the  
702 Chancellor's Office that Santa Monica College was selected as one of the 15 colleges to pilot a  
703 baccalaureate degree, the Mission underwent another minor revision to include the offering of an  
704 undergraduate degree as part of the College's Mission. This [revision](#), approved April 7, 2015 by  
705 the Board of Trustees,<sup>77</sup> articulates the most recent version of the Mission:

706

707 “Santa Monica College provides open and affordable access to high quality undergraduate  
 708 degrees and certificates and participates in partnerships with other colleges and universities to  
 709 facilitate access to baccalaureate and higher degrees.”  
 710

711 This change outside of the established process was necessary to inform the college community,  
 712 both internally and externally, of a change in institutional purpose and programming that would  
 713 take effect prior to the next formal review process in 2016.  
 714

715 **Analysis**

716  
 717 A structured, cyclical, five-year review of the College’s Vision, Mission, and Goals guarantees a  
 718 comprehensive review with input from all constituent groups takes place on a regular basis.  
 719 However, the process also allows for intermediate revisions and additions when necessary, such as  
 720 the language change in 2015 to reflect approval to offer a baccalaureate degree and the addition of  
 721 a fifth Institutional Learning Outcome. This review aligns with and drives the strategic planning  
 722 process, which in turn guides the setting of institutional priorities and informs annual planning.  
 723

724 **Plan**

725  
 726 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
 727 continue to monitor its progress. As noted in Standard IA.1, the College’s Mission currently does  
 728 not reflect its commitment to Distance Education and equity.  
 729

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
<p><b>Objective 1:</b> Revise Mission statement to reflect Santa Monica College’s commitment to serving time- and place-bound students through Distance Education.</p> <p><b>Objective 2:</b> Expand the scope of the Mission statement to reflect Santa Monica College’s commitment to learning and achievement for all students and achieving equity among the College’s diverse populations.</p>			
1) Develop committee to review Mission and create language. 2) Submit proposed language revisions to appropriate groups. 3) Obtain approval from Board of Trustees. 4) Update Mission statement in all public documents, including Web.	District Planning and Advisory Council	2016-2017	1) Approved Mission statement implemented and communicated to students and the college community in print and online.

730  
 731 **LIST OF STANDARD IA EVIDENCE**

<sup>1</sup> IA1\_Strategic\_Initiatives.pdf

<sup>2</sup> IA1\_MPE\_2015-2016.pdf

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3 IA1\_District\_Planning\_and\_Advisory\_Council\_Board\_Policy\_2250.pdf  
4 IA1\_Vision\_Mission\_and\_Goals.pdf  
5 IA1\_BT\_Minutes\_4-3-2012.pdf  
6 IA1\_DPAC\_Minutes\_3-14-2012.pdf  
7 IA1\_BT\_Minutes\_3-4-2014.pdf  
8 IA1\_DPAC\_Minutes\_3-14-2012.pdf  
9 IA1\_BT\_Minutes\_4-7-2015\_excerpt.pdf  
10 IA1\_Educational\_Goals\_of\_Santa\_Monica\_College-Students\_Fall\_2014.pdf  
11 IA1\_PS\_Arts\_website.pdf  
12 IA1\_Program\_Review\_12-13\_Fall\_Madison\_Project.pdf  
13 IA1\_Demographic\_Comparison\_of\_SMC-Online\_Students\_Fall\_2013.pdf  
14 IA1\_SMC\_catalog\_15-16\_excerpt.pdf  
15 IA1\_SMC\_Degrees\_and\_Certificates\_Offered\_by\_Area\_of\_Study.pdf  
16 IA1\_CCCCO\_ADT\_Status\_Report\_8\_31\_15\_System.pdf  
17 IA1\_BACongratulationsLetter\_10-23-2015.pdf  
18 IA1\_2015\_Institutional\_Effectiveness\_Report\_excerpt.pdf  
19 IA1\_2015\_Dashboard\_Report\_excerpt.pdf  
20 IA1\_FirstYearExperience\_and\_RelatedSupportServicePrograms.pdf  
21 IA1\_Prep2Test\_website.pdf  
22 IA1\_MyEd\_Plan.pdf  
23 IA1\_Supplemental\_Instruction\_website.pdf  
24 IA1\_Instructions\_for\_FT\_Hiring\_Requests\_2015-2016.pdf  
25 IA1\_DPAC\_minutes\_1-19-2011\_FTE\_Email\_CB.pdf  
26 IA2\_ILOs\_and\_Core\_Compencies\_2013.pdf  
27 IA2\_Institutional\_Effectiveness-Joint\_Committee\_website.pdf  
28 IA2\_Key\_Indicators\_Used\_To\_Measure\_Acheivement\_of\_Supporting\_Goals.pdf  
29 IA2\_Institutional\_Effectiveness\_webpage.pdf  
30 IA2\_2015\_Dashboard\_Report.pdf  
31 IA1\_District\_Planning\_and\_Advisory\_Council\_Board\_Policy\_2250.pdf  
32 IA2\_2015\_IE\_Committee\_Report\_to\_DPAC.pdf  
33 IA2\_Summary\_of\_IE\_Comm\_Recommendations\_for\_Planning.pdf  
34 IA2\_Strategic\_Planning\_Task\_Force\_2011-2012\_webpage.pdf  
35 IA2\_GRIT\_Initiative\_website.pdf  
36 IA1\_BT\_Minutes\_4-3-2012.pdf  
37 IA2\_BT\_Minutes\_3-3-2015.pdf  
38 IA2\_SuccessNavigator\_Institution\_Report.pdf  
39 IA2\_Service-Learning\_Program\_website.pdf  
40 IA2\_nstitutional\_Effectiveness-Joint\_Committee\_website.pdf  
41 IA2\_2015-2016\_SMC\_Student\_Equity\_Plan.pdf  
42 IA3\_SMC\_Planning\_Organization.jpg  
43 IA3\_MPE\_&\_Strategic\_Planning\_Timeline.pdf  
44 IA1\_District\_Planning\_and\_Advisory\_Council\_Board\_Policy\_2250.pdf  
45 IA3\_2011\_Institutional\_Effectiveness\_Report.pdf  
46 IA3\_2013\_Institutional\_Effectiveness\_Report.pdf  
47 IA3\_2014\_Institutional\_Effectiveness\_Report.pdf  
48 IA3\_2015\_Institutional\_Effectiveness\_Report.pdf  
49 IA3\_Master\_Plans\_for\_Education.pdf

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50 IA3\_SMC\_Planning\_Organization\_Model.pdf  
51 IA3\_MPE\_2006.pdf  
52 IA3\_Master\_Plan\_for\_Education\_2011-2012.pdf  
53 IA3\_Summary\_of\_Strategic\_Initiatives\_2006\_and\_2011.pdf  
54 IA3\_Excerpt\_from\_2015-16\_MPE\_Institutional\_Objectives\_Completion\_2011-12\_through\_2015-16.pdf  
55 IA3\_Academic\_Senate\_Objectives\_MPE\_2015-2016\_Final.pdf  
56 IA3\_Master\_Plan\_for\_Facilities\_2010\_Update.pdf  
57 IA3\_Technology\_Objectives\_MPE\_2015-2016.pdf  
58 IA2\_2015\_IE\_Committee\_Report\_to\_DPAC.pdf  
59 IA3\_DPAC\_Annual\_Report\_MPE\_2015-2016.pdf  
60 IA3\_Program\_Review\_Summary\_MPE\_2015-2016.pdf  
61 IA3\_BT\_Priorities\_MPE\_2015-2016.pdf  
62 IA3\_Master\_Plan\_Objective\_Response\_Form\_2016-2017.pdf  
63 IA3\_DPAC\_Minutes\_7-9-2014.pdf; IA3\_DPAC\_Minutes\_7-23-2014.pdf; IA3\_DPAC\_Minutes\_8-26-2015.pdf  
64 IA3\_Annual\_Program\_Review\_Forms\_2013\_Instrustional.pdf  
65 IA3\_Technology\_Objectives\_14-15.pdf  
66 IA3\_BT\_Minutes\_7-21-2015.pdf  
67 IA3\_BT\_Agenda\_10-6-2015\_excerpt.pdf  
68 IA3\_Personnel\_and\_Budget\_Augmentation\_Request\_Form\_16-17.pdf  
69 IA3\_Grant\_Status\_Report\_from\_BT\_Minutes\_7-7-2015.pdf  
70 IA4\_District\_Planning\_Vision\_Mission\_and\_Goals.pdf  
71 IA1\_District\_Planning\_and\_Advisory\_Council\_Board\_Policy\_2250.pdf  
72 IA4\_Board\_of\_Trustees\_website.pdf  
73 IA4\_Board\_Policy\_Manual\_website.pdf  
74 IA4\_College\_Catalog\_2015-2016.pdf  
75 IA4\_Class\_Schedules\_website.pdf  
76 IA4\_SMC\_In\_Focus\_Issue\_5\_10-16-2015.pdf  
77 IA1\_BT\_Minutes\_4-7-2015\_excerpt.pdf

1 **STANDARD IB: ASSURING ACADEMIC QUALITY AND**  
2 **INSTITUTIONAL EFFECTIVENESS**

3  
4 **Standard IB.1 The institution demonstrates a sustained, substantive and collegial**  
5 **dialogue about student outcomes, student equity, academic quality, institutional**  
6 **effectiveness, and continuous improvement of student learning and achievement.**

7  
8 **Evidence of Meeting the Standard**

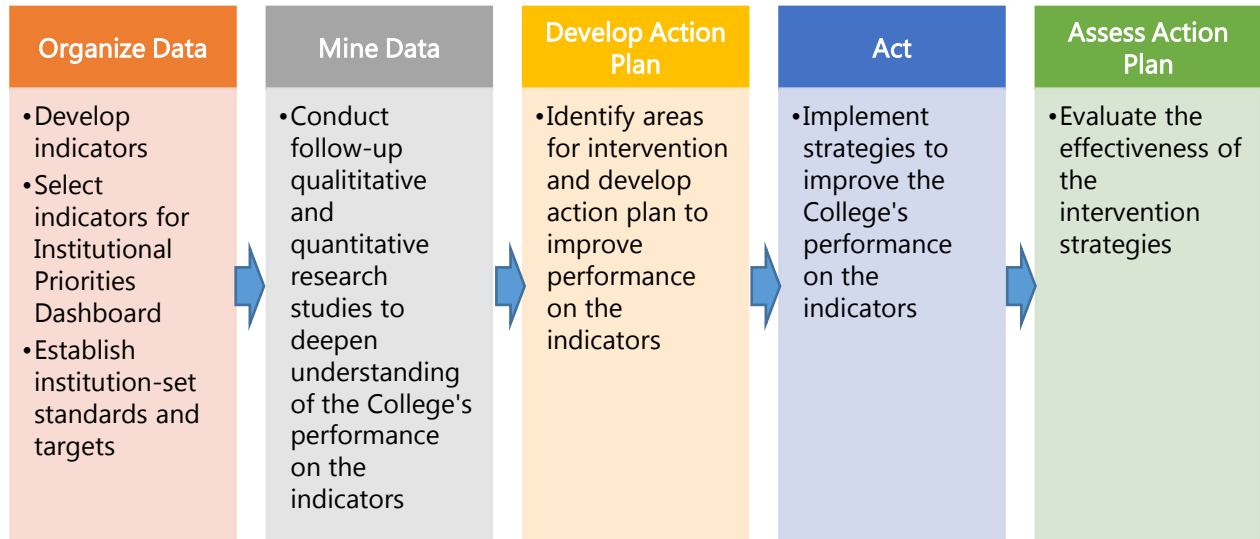
9  
10 Santa Monica College has revamped and made significant improvements to several key  
11 processes to strengthen the College’s ability to ensure academic quality and institutional  
12 effectiveness. The three improvements are discussed below and frame the evidence  
13 presented throughout the standard. The College’s adherence to the standards apply  
14 analogously to both on-ground and online instruction as the College ensures the same quality  
15 and rigor for online classes as for on-ground classes, and learning outcomes are assessed in  
16 the same manner.

17  
18 **Improvement 1: Systematized the Assessment of Institutional Effectiveness and**  
19 **Increased the Research Capacity of the College**

20  
21 Institutional effectiveness at Santa Monica College involves the systematic and continuous  
22 process of measuring the extent to which the College achieves its Mission, as expressed  
23 through Institutional Learning Outcomes, Supporting Goals, and Strategic Initiatives  
24 identified and developed through *Master Plan for Education* planning process. A critical  
25 component of this process is sufficient staffing. In Fall 2009, the Office of Institutional  
26 Research (IR) was staffed solely with a dean. Since then, the College has hired four  
27 additional staff members, including two research analysts and two senior research analysts.  
28 The additional staffing has led to significant [growth and stabilization](#) and increased the  
29 capacity of the College to conduct research, analyze data, and facilitate data-driven dialogue  
30 and planning processes.<sup>1</sup>

31  
32 A more robust IR team has enabled the College to develop and implement a more systematic  
33 [framework](#) for directly assessing [institutional effectiveness](#) (IE).<sup>2</sup> The IE process is  
34 integrated into the College’s five-year planning process and involves the analysis of  
35 longitudinal data related to fundamental measures of student learning and success, including  
36 access, course success, certificate and degree achievement, and transfer, as well as the  
37 identification and prioritization of the areas needing critical attention. The following  
38 flowchart provides an overview of the IE process and illustrates how data are used to develop  
39 and assess action plans to achieve the Mission of the College and its institutional priorities.

## Institutional Effectiveness Process



41

42 The [IE process](#) drives evidence-based, college wide planning and informs decision-making  
 43 processes at the department and unit levels.<sup>3</sup> Each year, a [report](#) of the institutional  
 44 performance and progress on the key metrics measuring effectiveness is disseminated and  
 45 discussed by the entire college community.<sup>4</sup> The IE process is also based on self-review for  
 46 institutional improvement. It is aligned with state and federal mandates whenever possible  
 47 and is built on the expectation that data will be collected and reviewed at multiple levels of  
 48 practice, including the classroom and department or unit levels. The outcome of this process  
 49 is a college wide perspective that informs institutional strategies. It is an ongoing, dynamic  
 50 process that responds to the changing needs and priorities of the institution.

51

52 The annual IE report includes longitudinal data for over 40 indicators or metrics identified by  
 53 the College as being important in informing institutional effectiveness. The data are  
 54 organized by the College's five Supporting Goals: Innovative and Responsive Academic  
 55 Environment, Supportive Learning Environment, Stable Fiscal Environment, Sustainable  
 56 Physical Environment, and Supportive Collegial Environment. The data are disaggregated  
 57 by student demographic and other relevant variables, as appropriate.

58

59 Beginning in 2012-2013, a [Dashboard](#) was created to help the College visually monitor  
 60 performance on the Key Indicators of Institutional Effectiveness.<sup>5</sup> As of 2014-2015, seven  
 61 dashboards, when viewed together, provide a balanced view of institutional effectiveness:

62

63

64

65

66

67

68

69

- Innovative and Responsive Academic Environment (Supporting Goal 1)
- Supportive Learning Environment (Supporting Goal 2)
- Stable Fiscal Environment (Supporting Goal 3)
- Sustainable Physical Plant (Supporting Goal 4)
- Supportive Collegial Environment (Supporting Goal 5)
- Institutional Priorities
- Student Equity

## 70 **Improvement 2: Program Review Process**

71  
72 The Academic Senate Joint Program Review Committee engages in a self-reflective review  
73 of its process at the end of each academic year. The committee's self-reflective review has  
74 resulted in improvements to the program review process, including the enhancement of the  
75 program review guideline document, implementation of the annual program review update,  
76 and the move from a paper-based to a web-based system.

77  
78 The program review process at Santa Monica College involves a comprehensive review of all  
79 administrative departments and instructional, student, and learning support services on a [six-](#)  
80 [year cycle](#).<sup>6</sup> Each department undergoing the six-year program review prepares and submits  
81 a written report and then meets with the Academic Senate Joint Program Review Committee,  
82 made up of faculty, administrators, and other interested parties, to answer clarifying  
83 questions that the committee members may have regarding the report. Subsequently, for  
84 each reviewed program, the committee prepares an [executive summary](#) that includes  
85 commendations for outstanding practices or improvements made since the last review,  
86 recommendations by the committee for program improvement, and recommendations for  
87 institutional support that is needed by the program.<sup>7</sup> Program review self-evaluation reports  
88 are then summarized, and overarching trends and recommendations are identified in an  
89 annual committee [report](#) that is used to inform the College's master planning process as  
90 described in detail later in this standard.<sup>8</sup>

91  
92 Another significant enhancement to the process is the addition of an annual program review  
93 update for all programs, which is designed to inform unit-level planning and align  
94 program/department planning with institutional planning. Annual program review updates  
95 are now required of all departments as of 2013-2014 and negate the need for an additional  
96 mini-review of the College's career technical education programs every two years as required  
97 by California Education Code, Title 5. The annual program review process essentially  
98 functions as a [yearly update](#) to the six-year program review and as an annual program  
99 planning tool.<sup>9</sup>

100  
101 Through the program review process, each department records its progress toward  
102 completion of objectives and recommendations from the last review, documents assessment  
103 results, formulates new objectives, and identifies resource needs that require immediate  
104 attention or that the program is planning for in the future. The annual program review  
105 reports provide departments and units with a compiled history upon which to draw  
106 conclusions for their six-year review.

107  
108 The development and implementation of an annual program review process links the master  
109 planning process to the program review process. The annual reports are reviewed by area  
110 vice presidents. However, components of the annual review are also reviewed by other  
111 relevant [planning bodies](#).<sup>10</sup> For example, discussions of technology needs and challenges are  
112 reviewed by the Technology Subcommittee of the College's central planning body, the  
113 District Planning and Advisory Council (DPAC).

115 In 2014-2015, the annual and six-year program review processes were made more efficient  
116 by moving from a paper-based to a [web-based system](#).<sup>11</sup> The move to a web-based platform  
117 for preparing, submitting, and tracking annual program review reports strengthens the ability  
118 to integrate and build upon the information from previous reports. In addition, at an  
119 institutional level, one significant benefit of the online reporting process is its ability to  
120 compile sections of various program review reports from departments and programs across  
121 the College into a summary report. This capacity ensures that dialogue around institutional  
122 planning, decision-making, and resource allocation is more comprehensive and thorough and  
123 incorporates the needs and concerns of all college constituency groups.

124

### 125 **Improvement 3: Master Plan for Education Process**

126

127 The annual *Master Plan for Education* update report serves as the College's core planning  
128 document and informs the work of DPAC. The annual *Master Plan for Education* reports  
129 contain a list of the institutional objectives and a report on the status of past objectives.

130

131 Several significant improvements have been made to [the master planning process](#):<sup>12</sup>

- 132 • All institutional objectives are linked to one or more of the Institutional Learning  
133 Outcomes and Supporting Goals (with a narrative to describe the relationships) to  
134 make planning and decision making more transparent and to establish a connection  
135 between the Mission statement and specific actions.
- 136 • The annual Master Plan for Education update process considers all of the major  
137 institutional planning summary documents, including the annual Program Review  
138 Summary Report, which identifies overarching trends impacting the College's  
139 programs and services, and the Institutional Effectiveness Report, which documents  
140 college wide performance on success metrics. Other planning documents include the  
141 Strategic Initiatives, Board of Trustees Goals and Priorities, Academic Senate  
142 Objectives, Accreditation Recommendations and Self-Initiated Improvement Plans,  
143 Institutional Effectiveness Committee Reports, Master Plan for Technology, Master  
144 Plan for Facilities, Student Success and Support Program (SSSP) Plan, and Student  
145 Equity Plan.
- 146 • Institutional objectives from the previous year are reviewed and evaluated for degree  
147 of completion. This section of the Master Plan for Education includes qualitative and  
148 quantifiable evidence that documents the degree to which each objective was  
149 completed, as well as a summary of the activities undertaken to achieve each  
150 objective and the outcomes attained. Objectives that have not been completed are  
151 generally continued for the following year as objectives, but they are often revised to  
152 provide better focus and clarity. This change, along with the inclusion of planning  
153 documents to inform the development of institutional objectives, has resulted in fewer  
154 objectives that are more clearly articulated and completed at higher rates (e.g., 79  
155 percent of the objectives were either Completed or Substantially Completed in 2009-  
156 2010 as compared to 100 percent either Completed or Substantially Completed in  
157 2013-2014).

158

## 159 **Sustained Dialogue**

160

161 The college community engages in regular and systematic dialogue about the continuous  
162 improvement of student learning, achievement, and related matters at all institutional levels,  
163 from community-based constituency groups to college wide committees to the Board of  
164 Trustees. Conversations often begin at the frontline user level and progress through  
165 committees to become recommendations for DPAC, senior administration, and/or the Board  
166 of Trustees to consider. Many discussions lead to efforts that improve student learning and  
167 achievement.

168

## 169 **Dialogue at the Program/Department Level**

170

171 Most of the dialogue about student outcomes, student equity, academic quality, institutional  
172 effectiveness, and continuous improvement of student learning and achievement begins and  
173 develops at the program and department level. Faculty and staff are intimately concerned  
174 about the success of the students they instruct, support, and guide each day and initiate  
175 conversations to ensure their success.

176

177 Several processes help facilitate and guide these conversations. Perhaps the most important  
178 of these processes and supports is the program review process, including the comprehensive  
179 [six-year review](#) supported by [annual updates](#), which drives programs and departments to  
180 engage in reflective dialogue focused on improving student learning and achievement. In  
181 completing these reviews, departments describe the student learning and achievement data  
182 that they collected and analyzed, report how unit members were involved in the dialogue, and  
183 discuss how assessment results were used to inform program objectives and planning.<sup>13</sup> The  
184 discussions of student learning outcomes (SLO) assessment results within the departments  
185 are essential to the program review process and serve as another occasion for dialogue. To  
186 facilitate these conversations and the completion of the annual program review report, the  
187 Institutional Research Office provides a [report](#) that summarizes [SLO](#) results at the section,  
188 course, discipline, program, and department levels for all academic department chairs on an  
189 annual basis.<sup>14</sup>

190

191 Many departments, both instructional and non-instructional, conduct additional research to  
192 initiate further discussions of student learning and achievement, as well as academic quality.  
193 Some examples of these research reports include the examples:

194

- 194 • The [Impact of the Adelante Program on Student Outcomes](#)<sup>15</sup>
- 195 • The [Impact of the Black Collegians Program on Student Outcomes](#)<sup>16</sup>
- 196 • [Evaluation of Student Satisfaction with Business Courses](#)<sup>17</sup>
- 197 • The [Impact](#) of the Waiver Process on [English Course Success](#)<sup>18</sup>
- 198 • Employers [Surveys](#) of Marketing and Social Media Programs<sup>19</sup>

199

## 200 **Dialogue Occurring Across the Campus**

201

202 Dialogue at the program level may also be the direct result of interactions between faculty  
203 and staff across programs that occur as a result of formal and informal gatherings. Examples

204 of institutional opportunities for faculty and staff to engage in interdisciplinary dialogue  
205 include the following:

- 206 • The [Center for Teaching Excellence](#), established at the College in 2012-2013, offers  
207 several professional development opportunities for faculty to collaborate and  
208 exchange ideas about pedagogy and practice for improving student learning and  
209 success, such as a faculty summer institute, workshops throughout the year, and a  
210 book club.<sup>20</sup>
- 211 • College wide Flex Day typically includes several workshop activities and “talks”  
212 around a student success theme, such as student grit (Fall 2012), practices of effective  
213 college professors (Spring 2014), student equity ([Fall 2014](#)), Institutional Learning  
214 Outcomes ([Spring 2015](#)), and meeting students where they are ([Fall 2015](#)).<sup>21</sup>
- 215 • [Research roundtable](#) discussions are hosted by the Office of Institutional Research  
216 and are centered on published research studies or internal research reports that focus  
217 on student experiences, learning, and success.<sup>22</sup>

218  
219 The College also responds to emerging needs to support ad hoc dialogue between specific  
220 campus groups outside of the above-mentioned structured opportunities. This is clearly  
221 evidenced by the process that led to the creation of the Basic Skills Initiative/Career  
222 Technical Education ([BSI/CTE](#)) Taskforce in 2011-2012.<sup>23</sup> In discussions about barriers to  
223 student learning, faculty in [CTE programs](#) examined data that revealed that many students  
224 lacked the foundational reading, writing, and computational skills to be successful in the  
225 CTE courses.<sup>24</sup> The departments took their findings to the CTE committee, which then  
226 consulted with the Vice President of Academic Affairs about how to formally address the  
227 need to strengthen the basic skills of CTE students. A cross-disciplinary taskforce was  
228 created to analyze and discuss additional data, identify the specific gaps in basic skills in the  
229 CTE student population, and develop strategies for closing these gaps. The [taskforce](#)  
230 included representatives from English, Math, and Counseling, as well as the various CTE  
231 departments, and met bimonthly for two years, visited other colleges, and invited guests from  
232 other institutions to learn about innovative programs in the areas of CTE and basic skills.<sup>25</sup>  
233 This effort also contributed to the inclusion of institutional objectives designed to improve  
234 [CTE programs](#) in the *Master Plan for Education* updates in 2014-2015 and 2015-2016.<sup>26</sup>

### 235 236 **Dialogue Occurring in the External Community**

237  
238 Dialogue at the program and department level is also informed by dialogue with the external  
239 community about student outcomes and academic quality. Examples of external dialogue,  
240 include, but are not limited to, the following:

- 241 • Career Technical Education Industry Advisory Boards: All CTE programs have an  
242 industry advisory board, made up of employers and/or employees in the field for  
243 which the program was designed, representatives from high schools and four-year  
244 colleges and universities, alumni of the program currently employed in the field,  
245 current students in the program, part-time and full-time faculty teaching in the field,  
246 and other professionals from the community. The [advisory boards](#) meet at least once  
247 a year to discuss emerging trends and current/future employment needs, review  
248 curricula to ensure that courses are meeting the needs of the industry, and explore  
249 strategies to improve student success.<sup>27</sup>

- 250 • Dialogue with the Local Public Schools: The College regularly engages local high  
 251 schools in dialogue about student preparedness, program development, and student  
 252 learning and achievement. Examples include the following:
  - 253 ○ The SMC-SMMUSD Education Collaborative with the Santa Monica-Malibu  
 254 Unified School District informs planning and implementation of the Young  
 255 Collegians Program.<sup>1</sup>
  - 256 ○ The [SMC-SMMUSD Adult Education Consortium](#) addresses the needs of  
 257 [adult learners](#) and is developing [new programs and services](#).<sup>28</sup>
  - 258 ○ The LA HI-TECH Program is a joint initiative on the part of several  
 259 community colleges in Los Angeles County to create high school-to-college  
 260 curricula pathways in technology-related fields.<sup>2</sup>
  - 261 ○ The [annual Special Joint Meeting](#) of the Santa Monica College Board of  
 262 Trustees and the SMMUSD Board of Education occurred for the first time in  
 263 [September 2015](#) and the conversation focused on college readiness and  
 264 success.<sup>29</sup>
- 265 • Dialogue with the Local Community: The College engages the local community in  
 266 dialogue about institutional effectiveness. Two community groups that support the  
 267 College – the General Advisory Board and the Santa Monica College Associates –  
 268 provide regular opportunities for the community to learn about specific activities and  
 269 programs and to provide feedback.<sup>3</sup> Other examples include the Santa Monica [Cradle](#)  
 270 [to Career initiative](#)<sup>30</sup> and a community newsletter, [SMC In Focus](#).<sup>31</sup>

### 271 **Dialogue at the Institutional Level**

272 Dialogue about student learning and achievement at the program level may become  
 273 institutional conversations, particularly if there are overarching needs and concerns, through  
 274 college wide committees or specialized ad hoc committees, whose charge is to help ensure  
 275 continuous improvement of student learning and academic quality at the student, program,  
 276 and institutional level. Examples of such committees include the following:

- 279 • Academic Senate Joint Curriculum Committee
- 280 • Academic Senate Joint Institutional Effectiveness Committee
- 281 • Academic Senate Joint Professional Development Committee
- 282 • Academic Senate Joint Program Review Committee
- 283 • Academic Senate Joint Student Affairs Committee
- 284 • Academic Senate Joint Distance Education Committee

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<sup>1</sup> A collaboration between Santa Monica Community College District and the Santa Monica-Malibu Unified School District which allows students at Santa Monica High School to get a head start on Santa Monica College classes and accrue up to 14 college units.

<sup>2</sup> Santa Monica College is part of a larger educational and industry consortium called “LA HI-TECH,” which received a total of \$15 million over three years to collaborate in preparing students for careers in the emerging field of Information and Communications Technology (ICT).

<sup>3</sup> The General Advisory Board provides services to help the College to build a bridge to the local community, and gather feedback about what the College does well, and what the College could do better while the Santa Monica College Associates is a community support group that aims to enhance student excellence at Santa Monica College.

- 285 • GRIT Initiative Group<sup>4</sup>
- 286 • Student Equity Planning Taskforce<sup>5</sup>
- 287 • Student Success Committee (formerly the Basic Skills Initiative Committee)<sup>6</sup>

288  
289 The work of these committees, particularly as they relate to budget, technology, facilities,  
290 human resources, and college services, work to inform the dialogue of DPAC. In addition to  
291 making recommendations with regard to those matters, [DPAC](#) is responsible for the  
292 development, implementation, and review of the College's *Master Plan for Education*.<sup>32</sup> At  
293 the end of each year, DPAC engages in a *Master Plan for Education* discussion that involves  
294 key constituent groups, including students. This dialogue both documents the  
295 accomplishment of the year's institutional objectives and leads to the development of the  
296 next year's objectives.

### 297 298 **Dialogue at Board of Trustees Level**

299  
300 As conversations regarding institutional effectiveness lead to recommendations for  
301 institutional planning and resource allocation, the Board of Trustees, in consultation with the  
302 College Superintendent/President, uses this information to make institutional decisions. Each  
303 year, the Board examines and reviews the [College's performance](#) on the student success  
304 metrics of the system wide accountability systems (Accountability Reporting for the  
305 Community College/ARCC and the Student Success Scorecard),<sup>33</sup> which now includes the  
306 [College's progress](#) on the metrics of the Institutional Effectiveness Dashboard.<sup>34</sup> In addition,  
307 faculty and staff report on the activities of specific programs and initiatives, including their  
308 impact on student learning and outcomes. Examples of such reports include the following  
309 (this list is for illustrative purposes and is not exhaustive):

- 310 • [Results of the Career Technical Education Former Student Survey](#)<sup>35</sup>
- 311 • [Evaluation of the Distance Education Program](#)<sup>36</sup>
- 312 • [Outcomes of the GRIT Initiative](#)<sup>37</sup>
- 313 • [Baseline data for the Student Equity Plan](#)<sup>38</sup>
- 314 • [Impact of Counseling on First-Year Students](#)<sup>39</sup>
- 315 • [Results of the Global Citizenship Student Survey](#)<sup>40</sup>

316  
317 The Board of Trustees also holds a special study session each spring to discuss specific  
318 topics of student achievement and institutional effectiveness. The study sessions have  
319 focused on topics such as the [completion agenda](#),<sup>41</sup> students' [first-year experience](#),<sup>42</sup> and  
320 increasing the success of [basic skills students](#).<sup>43</sup> A second study session occurs every  
321 summer, dedicated to the review of board discussions that have occurred throughout the  
322 previous academic year. Based on this review, the Board sets the [Goals and Priorities](#) for the

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<sup>4</sup> The GRIT Initiative facilitates student achievement by fostering students' perseverance, sense of purpose, connection and engagement.

<sup>5</sup> The Student Equity Planning Taskforce explores academic and professional matters concerning student and faculty equity and diversity practices and policies at the College.

<sup>6</sup> The Student Success Committee reviews District basic skills data to make recommendations on programs and interventions to develop in order to increase the success of basic skills students in pre-college English, math, and counseling classes. The faculty leader and administrative lead help create and implement programs for the District's basic skills program.

323 upcoming year, which ultimately informs the master planning process and leads to further  
324 dialogue at various levels of the College.<sup>44</sup>

325

### 326 **Dialogue Informs Improvements of Student Learning and Achievement**

327

328 The substantive dialogue at the institutional, program/department, and student level  
329 engenders a greater understanding of ways to improve practices, policies, and procedures  
330 with the goal of advancing student learning and achievement. The following list contains  
331 some of the interventions that were developed, in part, as a consequence of the collegial  
332 dialogue that has occurred (this list is for illustrative purposes and is not exhaustive):

333 • [STEM Program](#), including the Science and Research Initiative Program<sup>45</sup>

334 • [English Academy](#)<sup>46</sup>

335 • Institutionalization of the [Supplemental Instruction Program](#)<sup>47</sup>

336 • [First-Year Experience Program](#)<sup>48</sup>

337 • [The Center for Teaching Excellence](#)<sup>49</sup>

### 338 **Analysis**

339

340 The College's culture of engagement, coupled with effective and efficient processes and  
341 structures, ensures that institutional dialogue is sustained, collegial, and consistent. As a  
342 result, the College engages in many forms of dialogue regarding student outcomes, equity,  
343 academic quality, institutional effectiveness, and continuous improvement of student learning  
344 and achievement at all institutional levels, from individual student success to program  
345 efficacy and ultimately institutional effectiveness.

346

347 The College's evidence-based culture ensures that the dialogue that occurs is substantive and  
348 directed. With the increase in staffing of the Institutional Research office, the College has  
349 dramatically increased its capacity to support data-driven dialogue focused on student  
350 achievement and institutional effectiveness. Student and program data have become more  
351 accessible and faculty and staff have the support needed to fully analyze and utilize these  
352 data to make informed decisions and plan for the future. Dialogue extends beyond the  
353 discussion of student outcomes and includes dialogue about strategies to improve the  
354 experience and achievement of students, and ultimately, the evaluation of implemented  
355 strategies.

356

### 357 **Plan**

358

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

361

362

363 **Standard IB.2 The institution defines and assesses student learning outcomes for all**  
364 **instructional programs and student and learning support services. (ER 11)**

365  
366 **Evidence of Meeting the Standard**

367  
368 Santa Monica College has worked diligently and concertedly to define student learning  
369 outcomes (SLOs) and implement assessment strategies for all of its courses, instructional  
370 programs (degree and certificate, including the College's new baccalaureate degree), and  
371 student and learning support services. At this time, the institution and its departments,  
372 individually and collectively, are actively assessing these student learning outcomes on an  
373 annual basis and using those assessments to improve student learning.

374  
375 **Institution-Defined Student Learning Outcomes**

376  
377 **Course Level**

378 All new course development at the College includes identifying course-level student learning  
379 outcomes and assessment methodology for these courses and is guided by the [Curriculum](#)  
380 [Development Process](#)<sup>50</sup> as established by the Academic Senate Joint Curriculum Committee.  
381 This is a faculty-led process by which faculty develop new courses in conjunction with the  
382 department chair; a Curriculum Committee representative; members of other impacted  
383 departments/areas as appropriate (i.e., courses that will be cross-listed); the Articulation  
384 Officer; and a Library faculty member. Faculty who wish to propose a course confer with  
385 these groups in the course of developing a [Formal Written Proposal](#)<sup>51</sup> for discussion, review,  
386 and approval by the full department. This formal proposal must include defined student  
387 learning outcomes, as well as course objectives, established by the faculty member with  
388 assistance by the department chair, as necessary. Once a proposed course is approved by the  
389 department, it is submitted to the Curriculum Committee for review and approval. This  
390 process is the same for all courses, including on-ground, online, hybrid, and noncredit  
391 courses and for all courses developed for the College's new [baccalaureate degree program](#).<sup>52</sup>

392  
393 Online courses that come before the Curriculum Committee often have on-ground  
394 counterparts; therefore, as faculty and departments consider new online courses, they must  
395 consider the feasibility of offering each course online, its appropriateness for online delivery,  
396 and the College's ability to offer support for that course, including relevant instructional  
397 learning supports. Thus, the Distance Education Office must also be consulted. If a course is  
398 deemed suitable for online delivery, the student learning outcomes, course objectives, and  
399 content will remain the same as for traditional courses. However, there may be other  
400 changes/modifications, which are highlighted in bold on the Distance Education Course  
401 Outline of Record. In addition, the faculty member must complete the [Distance Education](#)  
402 [Review and Approval Checklist](#).<sup>53</sup> These documents are submitted to the Curriculum  
403 Committee for approval.

404  
405 In general, the faculty member(s) proposing an online course is the person who will teach the  
406 course. While the subject matter/discipline expertise of the faculty member proposing the  
407 new course is considered, the College has not yet achieved consensus through its  
408 participatory governance process to consider the faculty member's knowledge and expertise

409 in the field of distance education. The lack of consensus on the role that prior experience and  
410 skill in online teaching should play has been a long-standing topic of discussion in the  
411 Academic Senate Joint Distance Education Committee. However, the committee has  
412 developed strategies to help ensure the quality of the College's online courses including a  
413 Distance Education Faculty Readiness workshop available on ground and online for faculty  
414 who are new to online teaching or would like to refresh and/or enhance their skills.

415  
416 SLOs exist for all of the College's active courses, including online and noncredit courses.  
417 The SLOs are included in the course syllabus and are listed in the [Course Outline of Record](#)<sup>54</sup>  
418 (accessible via CurricUNET). Assessments of student achievement of SLOs are integrated  
419 into regular classroom assessments (e.g., items on examinations, projects, homework  
420 assignments, laboratory reports, and papers).

#### 421 Instructional Programs (Degrees and Certificates)

422 Santa Monica College follows a similar process for new program development, using the  
423 [Program and Course Approval Handbook](#)<sup>55</sup> published by the California Community Colleges  
424 Chancellor's Office. As with new course development, faculty are responsible for the  
425 identification and development of all new programs, working in conjunction with the  
426 administration, as relevant, and integrating input from various committees, such as the Career  
427 Technical Education Committee, to inform and guide the program focus and content. The  
428 Curriculum Committee is responsible for approving all new programs prior to submitting the  
429 program for review and approval at the regional and/or state level. At this time, the College  
430 does not offer any degree or certificate programs entirely online.

431  
432  
433 The faculty of Santa Monica College have worked diligently to define program-level SLOs  
434 for all instructional degrees and certificates, building upon the course SLOs to the extent  
435 possible. As such, all of the College's instructional programs have program SLOs that are  
436 listed in the [College Catalog](#)<sup>56</sup> and are assessed on an ongoing basis. The process for  
437 defining program SLOs is similar to the process for course SLOs. With regard to assessment  
438 of program level SLOs, departments have two options. If the program has a capstone course,  
439 the SLOs of the capstone course are that program's assessed outcomes. If the program does  
440 not have a capstone course, the course results for all SLOs in all required courses for all  
441 students who achieved an award in the program serve as the [assessed outcome](#) of that  
442 program.<sup>57</sup>

#### 443 SLOs for Student and Learning Support Services

444 The process for defining SLOs for student and learning support services is activity-  
445 dependent. Each of the 20+ counseling programs have defined one or more [outcome](#)  
446 [statements](#) related to what students will have learned as a result of meeting with a counselor  
447 in an individual counseling session.<sup>58</sup> Other student and learning support services define  
448 service [unit outcomes](#) (UOs), or statements of what a student will have experienced as a  
449 result of participating in a specific activity or service.<sup>59</sup> Of the 28 student and learning  
450 support services, 100 percent have [defined SLOs](#) and all 28 services have assessments in  
451 place.<sup>60</sup>

452  
453

454 **Institutional Assessment of SLOs**

455

456 Assessment of student learning outcomes occurs at the student, course, and program level.  
457 The Program Review templates (for annual and six-year reports) include specific language  
458 asking departments to document their SLO processes to ensure that SLO assessment is taking  
459 place on an [annual basis](#), as well as longitudinal assessment of SLO results in their [six-year](#)  
460 [Program Review Report](#).<sup>61</sup>

461

462 In 2014-2015, the Academic Senate Joint Institutional Effectiveness and Program Review  
463 Committees collaborated to develop an [SLO checklist](#) to guide the development of SLOs and  
464 tools to measure the degree to which SLOs are achieved.<sup>62</sup> This guide also helps to ensure  
465 compliance with and documentation of the SLO process.

466

467 Another important development was the creation of a [web-based data tool](#), the [SLO Portal](#),  
468 designed to streamline the recording and analyses of student-level [course SLO results](#).<sup>63</sup> The  
469 Institutional Effectiveness Committee worked with the College's Information Technology  
470 department to create this formal mechanism for capturing learning outcomes assessment  
471 results and generating summary reports at the section, course, discipline, department, and  
472 institutional levels. In Spring 2013, the counseling version of the SLO Portal was launched,  
473 which allows counselors to record student-level results of counseling session outcomes  
474 assessment.

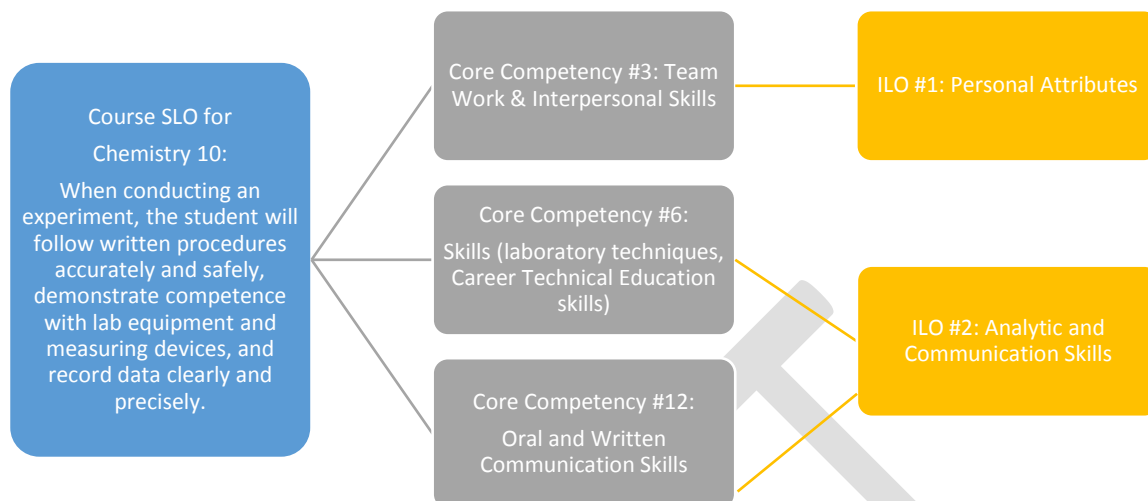
475

476 A key feature of the SLO Portal is its ability to capture outcomes assessment results by  
477 student, allowing for the disaggregation of data according to student demographic variables  
478 (e.g., ethnicity/age, international or domestic student status, age, sex, units completed, course  
479 repetition, and basic skills status). This allows for the data to be utilized to further inform  
480 decisions regarding curriculum, teaching strategies, materials/technologies, and assessment  
481 methodologies for specific student populations. In addition, the [annual SLO results](#) are  
482 aggregated by the Institutional Research Office at the section, course, discipline, and  
483 department levels for analysis by the instructional departments.<sup>64</sup>

484

485 While the many pieces of data are used for the development of various aspects of a specific  
486 course or department, the information generated by the SLO Portal is also very valuable for  
487 planning at the institutional level. Each course, counseling, and degree/certificate program  
488 SLO is directly linked to one or more of the core competencies of the Institutional Learning  
489 Outcomes (ILO). As such, the SLO results can be aggregated by [core competency and](#)  
490 [ILO](#).<sup>65</sup> A table is provided in evidence that describes the [core competencies](#) and  
491 corresponding ILOs with which all course and certificate/degree SLOs align.<sup>66</sup> The figure  
492 below demonstrates how a course SLO links to the broader core competency and  
493 corresponding ILO.

494



496  
497 The Academic Senate Joint Institutional Effectiveness (IE) Committee examines the SLO  
498 results at the core competency and ILO level and monitors these results over time on the  
499 [annual IE Dashboard](#).<sup>67</sup> The IE Committee uses the findings from the ILO results, among  
500 other college wide data, to inform institutional planning. For example, in 2013-2014, the IE  
501 Committee analyzed [trend data](#) on core competency and ILO mastery rates by student  
502 demographic variables.<sup>68</sup> The data revealed that for all core competencies and ILOs, gaps in  
503 outcomes performance exist for Black and Hispanic students, but the impact was greatest for  
504 Black students. Upon further analyses, the IE Committee found that the trend existed, even  
505 among Black and Hispanic students that placed into college-level courses, suggesting that the  
506 gap in outcomes performance may be attributed to factors other than English and math  
507 preparedness. The IE Committee thus provided a recommendation for the development of a  
508 2014-2015 [Master Plan for Education](#) annual objective to further investigate and implement  
509 strategies to increase the learning outcomes of Black and Hispanic students.<sup>69</sup>

510

### 511 Improvements Based on Course, Program, Certificate/Degree Evaluation

512

513 Recommendations for course and program improvement can emerge from such formal  
514 processes as Program Review and Institutional Effectiveness processes, as well as faculty  
515 evaluation, including student evaluation of existing courses, which occur annually.  
516 However, recommendations can also emerge outside of these formal processes through  
517 faculty review of their own course data, department conversations regarding the efficacy of  
518 programs, and feedback from industry advisory board members and other industry partners.  
519 The ability to collect SLO assessment data disaggregated by student population, program,  
520 and delivery method has greatly improved the College's ability to address issues of equity  
521 and access.

522

523 One example in which actions were taken as a result of program evaluation is the  
524 collaboration that occurred between Life Science and ESL faculty in response to an  
525 Institutional Research [study](#) evaluating the success of ESL students in Life Science classes.<sup>70</sup>  
526 Through this study, the Life Science department determined that the greatest challenge that

527 ESL students encounter in their science courses is learning scientific terminology. The Life  
 528 Science department arranged for an ESL faculty member to present vocabulary and reading  
 529 [workshops](#)<sup>71</sup> to students taking biology classes, and the Life Science department also hosted a  
 530 workshop for faculty to discuss classroom strategies for improving reading comprehension  
 531 and vocabulary acquisition.

532  
 533 Distance Education courses are evaluated through the same processes, using resources  
 534 developed by the Distance Education Office to ensure a comprehensive evaluation and  
 535 inform recommendations for improvements. For example, the Early Childhood  
 536 Education/Education Department utilizes the existing new faculty evaluation process when a  
 537 new faculty member teaches online. The department chair assesses the course against the  
 538 [Checklist for Basic Online Course Review](#),<sup>72</sup> which was developed in conjunction with  
 539 eCollege, the College’s current online learning platform.<sup>7</sup> The Early Childhood  
 540 Education/Education Department will also be using the [@One’s Standards for Quality  
 541 Online Teaching](#).<sup>73</sup>

542  
 543 Sections of courses offered online are evaluated in the same way as their on-ground  
 544 counterparts. Faculty assess students’ achievement of learning outcomes and enter the data  
 545 in the SLO portal. This assessment contributes to departmental discussions about  
 546 improvements that could be made to the courses, whether offered on-ground or online.

547  
 548 **Analysis**

549  
 550 The College has made significant strides to implement student learning outcomes assessment  
 551 at all levels and to make the SLO process formal, ongoing, systematic, and actionable. By  
 552 aligning the SLO process with the annual program review and the implementation of the  
 553 web-based SLO portal, the College has successfully formalized the process of assessing  
 554 course, degree/certificate, and ILOs and reporting the assessment results. The improvements  
 555 in the SLO process, including the availability of SLO data disaggregated by student group,  
 556 have resulted in more widespread discussions of SLOs and increased use of the SLO results  
 557 for department level and college wide improvements.

558  
 559 **Plan**

560  
 561 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
 562 continue to monitor its progress. The following plan will ensure that SLO assessment is  
 563 clearly defined and followed by student and learning support services that are new to the  
 564 process.

Proposed Activities	Responsible Party	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective 1: To ensure that all student and learning support services regularly assess student learning outcome data in order to effect program improvements.			

<sup>7</sup> In 2015, the California Online Education (OEI) Initiative awarded Instructure Inc. the contract to provide an online course management system (CANVAS) and related services to community colleges statewide. Santa Monica College is in the process of transitioning from eCollege to Canvas; anticipated completion is Fall 2016.

Proposed Activities	Responsible Party	Timeline	Anticipated Outcomes/ Benchmarks of Success
1) IR will meet with student and learning support service programs that have only recently begun to assess SLO data. 2) Programs collect and report student learning outcomes. 3) Programs assess and discuss outcomes data to identify areas needing improvement. 4) Programs develop strategies designed to improve outcomes data and/or needed revisions to SLOs and report on them in their annual and/or six-year Program Review Report.	Institutional Research  Student and learning support service programs	Underway	Program Review reports reflect the full cycle of improvement (data collection, assessment, identification of strategies, improvement).

566

567

568 **Standard IB.3 The institution establishes institution-set standards for student**  
 569 **achievement, appropriate to its mission, assesses how well it is achieving them in**  
 570 **pursuit of continuous improvement, and publishes this information. (ER 11)**

571 **Evidence of Meeting the Standard**

572

573 To comply with the new regulations set by the U.S. Department of Education and ACCJC,  
 574 Santa Monica College has established institution-set standards for all indicators measuring  
 575 student success and achievement, such as course success, transfer, and license exam pass  
 576 rates. The Academic Senate Joint Institutional Effectiveness Committee initially set  
 577 standards for 20 [student success metrics](#) in Spring 2013<sup>74</sup> but has since added to the number  
 578 as the College has reviewed and revised the effectiveness of each indicator and its standard  
 579 over time. Two of these indicators specifically address Distance Education, including  
 580 Distance Learning Course Success Rate Gap and Distance Learning Course Retention Rate  
 581 Gap, although data from online courses and programming is included in the other indicators  
 582 as well. The most current indicators and their corresponding institution-set standards are  
 583 noted in the Institutional Effectiveness Dashboard on the [Santa Monica College website](#).<sup>75</sup>

584

585 Institution-set standards reflect the satisfactory performance of student learning and  
 586 achievement. To define the standards, a common formula based upon the percentage of the  
 587 average performance over four baseline years was applied to all metrics. The committee and  
 588 key stakeholders reviewed the appropriateness of each standard and made modifications to  
 589 the formula in cases where the standard was deemed to be too low or unreasonably high  
 590 while considering factors such as the reduction in course offerings due to budget cuts and  
 591 changes in course enrollment priority policies. The standards are reported in the [annual](#)  
 592 [ACCJC report](#)<sup>76</sup> and are on the internal [Institutional Effectiveness Dashboard](#).<sup>77</sup>

593

594 In addition to minimum standards, the College has set targets or measurable goals for a  
595 subset of the dashboard indicators measuring student success and achievement. The targets  
596 are aspirational in nature and when achieved, make meaningful improvements to institutional  
597 effectiveness. Targets were initially set by central stakeholders, college personnel, and/or  
598 groups directly responsible for or impacted by the metrics. Each [target](#) is set using a distinct  
599 method based on the needs and expectations of the key stakeholders<sup>78</sup> and reviewed by the  
600 Academic Senate Joint Institutional Effectiveness Committee and DPAC.

601  
602 In response to recently enacted legislation (California Senate Bill 960, 2014-2015 Higher  
603 Education Trailer Bill), Santa Monica College adopted target goals for metrics on the  
604 statewide Institutional Effectiveness Partnership Initiative ([IEPI](#)) Framework of Indicators.<sup>79</sup>  
605 In the initial year of implementation in 2014-2015, the College set and adopted goals for  
606 course completion rate, accreditation status, fund balance, and overall audit opinion.

607  
608 Similar to the goal-setting process for dashboard indicators, the process of setting targets for  
609 the IEPI involved input from [several college groups](#),<sup>80</sup> including the Academic Senate, the  
610 Academic Senate Joint Institutional Effectiveness Committee, the Accreditation Steering  
611 Committee, DPAC, Fiscal Services, and the Board of Trustees.

612  
613 If the College falls below the institution-set standards for one or more of the student  
614 achievement metrics, the finding is noted in the [annual report](#) prepared by the IE  
615 Committee.<sup>81</sup> The IE Committee Report summarizes significant findings observed in the IE  
616 Dashboard and other data that were examined and makes recommendations to DPAC for  
617 consideration in the development of the *Master Plan for Education* institutional objectives.  
618 For example, in the 2013-2014 IE Dashboard, the College met or exceeded the institution-set  
619 standards for 22 of the 23 metrics of student achievement. However, the College's  
620 performance on the Career Technical Education (CTE) Completion Rate indicator (42.0  
621 percent) fell below both the institution-set standard (43.8 percent) and target goal (47.0  
622 percent). Based on this finding, the [IE Committee](#) recommended that the College determine  
623 the CTE completion rate goal and the CTE Committee recommended that the College  
624 participate in Sonoma County Junior College District's CTE Employment Outcomes  
625 Survey.<sup>82</sup> The recommendation also informed the master planning process and resulted in an  
626 institutional objective ([2014-2015 Master Plan for Education](#) Institutional Objective #2)  
627 focused on improving the CTE completion rate.<sup>83</sup>

### 628 629 **Analysis**

630  
631 The College has established institution-set standards for nearly two dozen student  
632 achievement metrics and is assessing on an annual basis whether the College is meeting these  
633 standards. The College is working to define minimum standards for degree and certificate  
634 programs and develop a mechanism to document whether programs are evaluating their  
635 performance against institutional standards for program planning. To help facilitate the  
636 development and assessment of program-set standards, the Program Review and [Institutional](#)  
637 [Effectiveness Committees](#) have begun to lay the foundation for integrating the institution-set  
638 standards into the already existing [annual program review process](#).<sup>84,85</sup> With recent concerns  
639 in CTE, the College is also looking to enhance its ability to collect accurate CTE data that

640 will better reflect student and program achievement, including participating in the [CTE](#)  
 641 [Employment Outcomes survey](#).<sup>86</sup>

642  
 643 The Bachelor of Science degree program in Interaction Design will be subject to the  
 644 institution set standards as outlined in the Institutional Effectiveness report for standard  
 645 academic key performance indicators such as persistence and course success. The first cohort  
 646 of students will begin taking upper division courses in Fall 2016. The Academic Senate Joint  
 647 Institutional Effectiveness Committee will discuss any unique institution set standards to be  
 648 included in the published 2016-2017 Institutional Effectiveness report related to the new  
 649 degree program.

650  
 651 **Plans**

652  
 653 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
 654 continue to monitor its progress. The College will expand the current institution-set  
 655 standards for student achievement to include standards for each program disaggregated by  
 656 student population as appropriate and address institution-set standards for CTE programs.

657

Proposed Activities	Responsible Party	Timeline	Outcomes/Benchmarks for Success
<b>Objective 1:</b> Develop program-level standards, disaggregated by student population groups, as appropriate.			
1) Develop longitudinal assessment of program-level data. 2) Identify programs to pilot test the program-level set standards. 3) Review targets for each standard with discipline faculty. 4) Expand the pilot test college wide once the system is working.	Institutional Research Institutional Effectiveness Information Technology	2017-2020	Institution set-standards reflect realistic, challenging targets, disaggregated by student population groups, as appropriate. Departments discuss assessment information to identify strategies for addressing student populations that are not meeting established targets.
<b>Objective 2:</b> Explore options for gathering data on CTE graduates and use these data to revise the Institution-Set Standards for CTE programs.			
1) Establish a <i>Master Plan for Education</i> objective. 2) Contract with Santa Rosa Junior College District to participate in the CTE Employment Outcomes Survey (CTEOS).	Institutional Effectiveness Committee DPAC	2014-2016	The <i>Master Plan</i> updates for 2014-2015 and 2015-2016 include an objective that addresses this issue. Data provided through CTEOS results in standards set for CTE programs that are reflective of student outcomes (employment, major, gender and GPA).

658  
 659

660 **Standard IB.4 The institution uses assessment data and organizes its institutional**  
661 **processes to support student learning and student achievement.**

662  
663 **Evidence of Meeting the Standard**

664  
665 The College relies on data from a number of internal and external sources, including  
666 institutional research, the California Community College’s Chancellor’s Office Data Mart,  
667 the Student Success Scorecard, labor market information, Perkins Core Indicators, and  
668 licensing exam agencies. The access to assessment data has enabled the College to conduct  
669 assessment at all levels to inform decision-making and planning processes and also to  
670 evaluate the effectiveness of planned strategies or programs.

671  
672 The College utilizes assessment data to inform institutional processes to support student  
673 learning and achievement, from informing the day-to-day operations of a program to broader  
674 planning processes, such as the master planning, program review, institutional effectiveness,  
675 and strategic planning processes. The College employs assessment data extensively and in  
676 diverse ways to support student learning and achievement.

677  
678 **Assessment Data Guides Individual Instructional and Student Support Practices**

679  
680 Faculty are able to request data for the class sections they teach to evaluate the effectiveness  
681 of a particular instructional strategy or intervention. For example, the English Department  
682 requested data to conduct a pre- and post-comparison of student progression rates to the next  
683 English course in the sequence after the implementation of accelerated courses in Fall 2011.  
684 Based on the low number of students who transitioned from basic skills courses to college-  
685 level courses, the department revised their curriculum, collapsing three basic skills courses  
686 into two. The [implementation of these new courses](#) has not only improved the percentage of  
687 students who progress through the basic skills course sequence, but also positively impacted  
688 the percentage of students who successfully complete a higher level English course.<sup>87</sup>

689  
690 **Assessment Data Initiate Dialogue and Guide Departmental Planning**

691  
692 Assessment data are also used to initiate and guide departmental dialogue. For example, the  
693 Math Department invited the Institutional Research (IR) Office to its Spring 2014 and 2015  
694 departmental flex days to engage Math faculty in dialogue around [basic skills math course](#)  
695 [completion data](#) and the [student equity gaps](#) that exist for Black and Hispanic male students  
696 in terms of basic skills success.<sup>88</sup> The data were used to plan the departmental activities for  
697 the academic year, which included conducting student focus groups of the targeted student  
698 populations to understand their experiences in math courses.

699  
700 **Assessment Data Drives the Needs Assessment Process**

701  
702 The College uses data to determine the needs of students in terms of learning and  
703 achievement. For example, in Fall 2011, IR conducted [focus groups](#) with first-time freshmen  
704 who recently took the College’s English and/or math placement exams in order to gather  
705 feedback about how to improve the experience of students during the assessment process.<sup>89</sup>

706 The results of the focus groups led to and informed the development, in part, of [Prep2Test](#),<sup>90</sup>  
707 a program designed to better prepare students for the placement exams.

708

709 Another example includes a college wide student survey that was administered to evaluate  
710 the needs of distance education students and assess the effectiveness of the current Distance  
711 Education program. Student responses, coupled with continued improvements in online  
712 student success, confirmed and validated that the College is using good online pedagogy and  
713 providing students with the support they need to be successful in this environment. The  
714 Academic Senate Joint Distance Education Committee uses this data to identify and promote  
715 best practices in the delivery of online courses and identify potential areas for professional  
716 development for faculty who teach online. As a [result](#), the [disparity](#) between online success  
717 rates and on-ground success rates has decreased from 5.3 percent in 2010-2011 to 0.2 percent  
718 in 2013-2014.<sup>91</sup>

719

### 720 **Assessment Data Informs Curricular Processes**

721

722 The College also uses assessment data to organize the curricular processes and support  
723 student learning and achievement. For example, the Academic Senate Joint Curriculum  
724 Committee has used [assessment data](#) to evaluate [the validity](#) of a course advisory, eligibility  
725 for English 1, currently in place for hundreds of courses.<sup>92</sup> Similarly, the [Scholars Program](#)  
726 regularly examines [transfer data](#)<sup>93</sup> to determine the program's course offerings, including its  
727 honors courses: transfer data is assessed longitudinally to identify transfer trends, which then  
728 inform the course offerings.

729

### 730 **Assessment Data Directs the Program Review and Master Planning Processes**

731

732 Assessment data are used to develop departmental and institutional objectives for the  
733 program review and master planning processes. For example, in the comprehensive six-year  
734 program review self-evaluation report, the Business Department examined student  
735 demographic data and developed an objective to advance outreach efforts to underserved  
736 students, including veterans and students participating in the Black Collegians and Latino  
737 Center/Adelante programs. These activities included establishing a Business faculty liaison  
738 to work with the Veterans Resource Center, hosting an open house for students from the  
739 Black Collegians Program and the Latino Center/Adelante Program, and establishing a  
740 relationship with a community based organization, [Inroads](#),<sup>94</sup> whose mission is "*to develop  
741 and place talented underserved youth in business and industry, and prepare them for  
742 corporate and community leadership.*" The [Business Department](#) is working with the Office  
743 of Institutional Research to assess the impact of these activities and conduct further inquiry  
744 on how to best serve the needs of these student populations.<sup>95</sup>

745

### 746 **Assessment Data Informs Resource Allocation Processes**

747

748 Data are central to many decisions made at the College regarding the allocation and  
749 reallocation of resources. For example, prior to 2011-2012, the Supplemental Instruction  
750 (SI) program was entirely funded by a federally funded Title V – Developing Hispanic  
751 Serving Institutions grant; however, [data collected on the impact of the SI program](#) on

752 [student success](#) in historically challenging courses supported the decision to institutionalize  
 753 the program.<sup>96</sup>

754

755 **Assessment Data Evaluates Program and Institutional Effectiveness**

756

757 The College collects and analyzes assessment data to evaluate program and institutional  
 758 effectiveness and to provide feedback to improve existing strategies and programs. For  
 759 example, the [evaluation results](#)<sup>97</sup> of two newly implemented programs, [Summer Jams](#),<sup>8</sup> and  
 760 [You + 1](#),<sup>98</sup> were used to monitor whether the goals of the program were met and provided  
 761 critical feedback from participating students and faculty that was used to address problems  
 762 immediately.

763

764 **Analysis**

765

766 Santa Monica College has institutionalized an array of processes at the course,  
 767 program/department, and institutional level to support the Mission and ultimately, student  
 768 learning and achievement. The College demonstrates widespread and persistent use of  
 769 assessment data to support these institutional processes. While the increase in Institutional  
 770 Research staff has improved the College’s capacity to collect and analyze [assessment data](#) at  
 771 the course, department, and institutional levels, the increasing requests for data exceeds the  
 772 staff’s ability to respond in a timely manner.<sup>99</sup> A data warehouse has been identified as the  
 773 means for ameliorating this problem and will ensure that departments have timely access to  
 774 data they need.

775

776 **Plan**

777

778 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
 779 continue to monitor its progress. In response to increased requests for data, the College has  
 780 begun the process of acquiring a data warehouse and a reporting tool that will allow College  
 781 members to access real-time data about their programs.

782

Proposed Activities	Responsible Party	Timeline	Outcomes/ Benchmarks for Success
<b>Objective 1:</b> Develop a data warehouse and reporting tool for real-time data access.			
Identify potential vendors to provide data warehousing and reporting. Identify funding stream and initiate purchasing activities.	Institutional Research Information Technology Purchasing	2016-2018	College community has real time access to data needed to effect continuous improvement.

783

784

---

<sup>8</sup> Summer Jams helps first-time college students with their transition from high school into college. Summer Jams students participate in ten days of dynamic activities designed to strengthen reading, writing, math, and study skills as an extended orientation to college-level coursework.

785 **Standard IB.5** The institution assesses accomplishment of its mission through  
786 **program review and evaluation of goals and objectives, student learning outcomes, and**  
787 **student achievement. Quantitative and qualitative data are disaggregated for analysis**  
788 **by program type and mode of delivery.**

789  
790 **Evidence of Meeting the Standard**

791  
792 The College systematically assesses accomplishment of its Mission, Goals, and Strategic  
793 Initiatives through an integrated and comprehensive planning and assessment process. This  
794 cyclical process relies on assessment results at the student, program/department, and  
795 institutional levels to evaluate the success of planned strategies and to inform and refine the  
796 strategies. The major elements of the integrated planning and assessment process include  
797 program review, the Institutional Effectiveness Dashboard, and the *Master Plan for*  
798 *Education*.

799  
800 **Program Review**

801  
802 The longest-standing and most broadly-based internal tool for assessing institutional  
803 effectiveness and the degree to which the College is achieving its Mission is the program  
804 review process. Each instructional department, student and instructional support service, and  
805 administrative unit conducts a comprehensive self-evaluation every six years as part of the  
806 program review cycle. Programs that offer courses online include an assessment of these  
807 courses within their respective department's program review report, while the College's  
808 Distance Education program also completes its own program review report as an  
809 administrative function.

810  
811 As mentioned in Standard IB.1, the College expanded the program review process to include  
812 an annual program review update in 2013-2014. This annual update helps the College's  
813 programs, services, and units monitor their progress toward their six-year goals and prepare  
814 for their six-year review. The addition of the annual updates has also better aligned the  
815 program review process with the College's other planning processes.

816  
817 As part of the [program review process](#), departments are asked to clearly articulate [program](#)  
818 [goals](#) and describe how these goals address the College's Mission, Institutional Learning  
819 Outcomes, Supporting Goals, and/or Strategic Initiatives.<sup>100</sup> Through this specific prompt,  
820 the College is able to document how department goals align with the Mission and, in turn,  
821 determine, through review of the departments' goals, how well the College is accomplishing  
822 its Mission. The program review process also ensures that departments are utilizing student  
823 learning outcomes (SLOs) and student achievement data to assess the effectiveness of their  
824 courses, including those offered online, and to evaluate accomplishment of their goals and  
825 objectives.

826  
827 Another component of the program review report addresses curriculum review. Instructional  
828 programs are required to review all of their course outlines for currency, relevancy, and  
829 accuracy, including course outlines for all online classes. The Program Review Committee

830 reviews each department's responses to these questions and makes recommendations for  
831 improvement as necessary.

832  
833 To facilitate departments' preparation of their six-year program review report, the  
834 Institutional Research (IR) office prepares [comprehensive data packets](#) that address student  
835 demographics, course offering patterns, course success and retention rates, and degrees and  
836 certificates data for each program within a department.<sup>101</sup> The data are disaggregated by  
837 student demographic variables and course mode of delivery, including online courses, where  
838 appropriate. In addition, the IR office works with all programs, including student support  
839 and administrative services, to collect/report custom department data. According to [IR's  
840 2014 annual program review report](#), approximately 15 percent of research reports completed  
841 in calendar year 2013 were for the purpose of supporting six-year program reviews.<sup>102</sup>

842  
843 The development of the [SLO Portal](#)<sup>103</sup> has also facilitated program evaluation by formalizing  
844 the process of collecting, analyzing, and reporting course and counseling SLOs. Because  
845 SLO data are recorded by student, SLO assessment results can be matched to the College's  
846 student information system and disaggregated by student background and demographic  
847 variables, including ethnicity/race and basic skills status. [SLO assessment results by class  
848 section](#) are accessible in the portal by all faculty.<sup>104</sup>

849  
850 The Office of Institutional Research provides a variety of data reports for faculty and staff  
851 throughout the year depending on the focus and scope of the data. Data reports summarizing  
852 SLO mastery rates at the course, discipline, and instructional program/department level, as  
853 well as at the non-instructional counseling program level, are generated each semester,  
854 incorporating course success and completion data, as well as student retention and  
855 persistence data. Data reports summarizing SLO mastery rates for students who complete a  
856 degree, certificate, or the general education (GE) course pattern are generated annually, as  
857 the College monitors goal completion on an annual basis. These reports provide the data  
858 necessary for instructional departments to conduct self-evaluations related to student  
859 learning.

860  
861 The SLO portal also facilitates the assessment of Institutional Learning Outcomes (ILOs).  
862 ILOs are assessed each term by [examining course SLOs](#), which are aligned with core  
863 competencies of the ILOs.<sup>105</sup> College wide ILO mastery rates are provided in the SLO  
864 reports for program review and serve as a benchmark for course and degree/certificate SLOs,  
865 providing programs the opportunity to compare their results with the institution as a whole.

866  
867 The program review data packet and the SLO portal provide quantitative and qualitative data  
868 that are disaggregated for analysis by student demographics, program type, and mode of  
869 delivery, including online education. Programs may use these data to more accurately and  
870 effectively evaluate their goals and objectives, student learning outcomes, and student  
871 achievement.

872

## 873 **The Institutional Effectiveness Report and Dashboard**

874

875 The most direct method of evaluating the extent to which the College is accomplishing its  
876 Mission is through the institutional effectiveness (IE) process. The College's IE process  
877 results in an annual written report and [online dashboards](#) that summarize the College's  
878 performance on key metrics of institutional effectiveness.<sup>106</sup> The IE process drives evidence-  
879 based, college wide planning and informs decision-making processes at the departmental and  
880 unit levels by engaging the college community in the data collection, review, and analysis  
881 phases. Performance gaps are identified and included in the [annual IE Committee Report to](#)  
882 [the DPAC](#) for the master planning process.<sup>107</sup> Key stakeholders use the data to identify areas  
883 for intervention and implement strategies for improvement. Finally, the College evaluates  
884 the impact of these intervention strategies on participating students, as well as overall  
885 institutional effectiveness, disaggregated by student group, program type, and method of  
886 delivery. The IE reporting and Dashboard processes, in turn, provide evidence to inform  
887 annual updates to the *Master Plan for Education*, the *Master Plan for Technology*, and the  
888 *Master Plan for Facilities*.

889

### 890 ***The Master Plan for Education***

891

892 Another key method for assessing how well the College is achieving its Mission is the  
893 evaluation of the College's Mission, Vision, and Goals as set forth in the *Master Plan for*  
894 *Education*, which is updated annually during each year of the planning cycle and revised  
895 every five years. The annual *Master Plan for Education* report serves as the College's core  
896 planning document and informs the work of DPAC. The annual *Master Plan for Education*  
897 updates contain a list of the institutional objectives and a report on the status of past  
898 objectives. Findings from the program review and the IE processes are summarized and feed  
899 into the master planning process which includes the allocation of human, physical,  
900 technology and financial resources. However, the College planning and assessment process  
901 does not end with the *Master Plan for Education*. The process is reciprocal, as the *Master*  
902 *Plan for Education* guides the annual planning and assessment work of the Board of Trustees  
903 and various college groups, departments, and units.

904

905 The five-year strategic planning process also involves the development of Strategic  
906 Initiatives that directly relate to the College's Mission and are designed to improve  
907 institutional effectiveness. Four initiatives were developed during the 2005-2010 strategic  
908 planning cycle (Basic Skills, Global Citizenship, Sustainable Campus, and Career Technical  
909 Education), and two were developed for the 2011-2016 strategic planning cycle ([GRIT](#)  
910 [\(Growth/ Resilience/ Integrity/ Tenacity\)](#)<sup>108</sup> and I<sup>3</sup> (Institutional Imagination Initiative)). The  
911 College is embarking on its next five-year strategic planning cycle, which will be informed  
912 by the current Accreditation Self Evaluation Report, as well as by the other assessment  
913 processes described.

914

### 915 **Analysis**

916

917 The College's process for assessing accomplishment of its Mission is comprehensive,  
918 thorough and incorporates program review, as well as the evaluation of goals and objectives

919 as outlined in the *Master Plan for Education*, student learning outcomes, Board Goals and  
920 Priorities, key indicators of student achievement, and institutional effectiveness. Assessment  
921 occurs at every level and informs both bottom-up and top-down planning processes. The  
922 assessment processes at the College ensure the use of both qualitative and quantitative  
923 evidence to inform evaluation and planning, and data are more readily available now than  
924 ever before. The enhancements to the program review and master planning processes have  
925 allowed for planning and assessment to occur in a more integrated, meaningful, and  
926 sustainable way and have made the relationship between planning, assessment, evaluation,  
927 and resource allocation more explicit.

928

### 929 Plan

930

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

933

934

935 **Standard IB.6 The institution disaggregates and analyzes the learning outcomes and**  
936 **achievement for subpopulations of students. When the institution identifies**  
937 **performance gaps, it implements strategies, which may include allocation or**  
938 **reallocation of human, fiscal, and other resources to mitigate those gaps and evaluates**  
939 **the efficacy of those strategies.**

940

### 941 Evidence of Meeting the Standard

942

943 Santa Monica College is committed to the success of all of its students and demonstrates this  
944 commitment in part through the development of data collection and monitoring systems that  
945 have the capacity to disaggregate and analyze learning outcomes and achievement data by  
946 subpopulations of students at the College.

947

948 As previously described, the College monitors disaggregated student learning and  
949 achievement performance data on the Institutional Effectiveness (IE) dashboards and as part  
950 of the student equity planning process to identify performance gaps. In 2014-2015, the  
951 equity metrics of the College's [Student Equity Plan](#)<sup>109</sup> were integrated into the internal [IE](#)  
952 [Dashboard](#), including access, course success, basic skills course completion, degree and  
953 certificate completion, and transfer data disaggregated by student gender, ethnicity/race,  
954 disability status, low-income status, veteran student status, and foster youth status.<sup>110</sup>

955

956 At the [program level](#), the [program review](#) process (two year<sup>111</sup> and four year<sup>112</sup> ) requires  
957 departments to analyze disaggregated student learning outcomes and success data. The Office  
958 of Institutional Research facilitates this process by providing a data packet to all programs  
959 undergoing six-year review. When equity gaps are identified, the College responds by either  
960 implementing appropriate strategies to mitigate the gaps or by conducting further inquiry to  
961 better understand why the gaps exist, which will better inform interventions.

962

963 **Long-Standing Commitment to Mitigate Equity Gaps**

964  
965 The College offers an array of student support services to address the unique needs and  
966 concerns of students who are economically or educationally disadvantaged, are traditionally  
967 underrepresented in postsecondary education, and/or who are not achieving academically at  
968 the same rates as their peers. The cornerstones of these services are the Latino  
969 Center/Adelante Program and the Black Collegians Program, which recently celebrated its  
970 25<sup>th</sup> anniversary. These programs were established by the College decades ago in response to  
971 an increasing number of traditionally underrepresented students enrolling in postsecondary  
972 education, many of whom were not succeeding at the same rate as their peers. The College  
973 invested the human and financial resources necessary to support these students and has  
974 maintained this institutional commitment even during difficult financial times. These  
975 programs serve roughly 1,500 students each year, providing an array of counseling and  
976 student success services that are solely institutionally funded. This degree of support clearly  
977 demonstrates the College's commitment to student success and equity.

978  
979 Over time, other programs, like Guardian Scholars and the Veterans Resource Center (VRC),  
980 have emerged in a similar fashion as the needs and concerns of foster youth and military  
981 veterans, respectively, have become more prominent. Staff in these programs are working  
982 with community organizations to provide services, as well as advocate for additional state  
983 funding to support institutional programming. The College has established successful  
984 public/private partnerships with the local and regional philanthropic community to develop,  
985 pilot, and assess these programs, leveraging limited institutional resources with external  
986 funding to ensure wraparound support for foster youth and veterans. For example, the  
987 American Legion, the nation's largest wartime veteran's service organization, provides funds  
988 for the College's veterans who encounter financial emergencies as well as funding to support  
989 VRC activities.

990  
991 In addition, the College has actively pursued public grant funding to implement larger  
992 institutional initiatives to address student equity. During the past six years, the College has  
993 received several U.S. Department of Education grants to improve student success among  
994 low-income, first-generation college, and/or underrepresented minority students. Currently,  
995 the College is managing a Title V Developing Hispanic Serving Institutions grant and a Title  
996 III Hispanic Serving Institution (HSI) Science, Technology, Engineering, Math (STEM) and  
997 Articulation grant to increase the success of underrepresented students. These institutional  
998 grants complement the College's TRIO-funded Upward Bound Program, which strives to  
999 support low-income high school students pursuing postsecondary education. In the past, the  
1000 College also managed a Title III Asian and Pacific Islander Serving Institution grant to  
1001 improve the success of underrepresented Asian and Pacific Islander students and a TRIO-  
1002 funded Student Support Services grant, which served low-income, first-generation college  
1003 students.

1004  
1005 As these examples demonstrate, the College has long used student equity data, disaggregated  
1006 by student population, to drive its decision-making process to develop new programming in  
1007 support of student success. Whether the decision is to institutionalize effective existing  
1008 programs despite limited financial resources or to allocate resources in order to pursue

1009 external funding to develop new programming that addresses emerging needs, data are vital  
1010 to the process.

1011

## 1012 **2014-2015 Student Equity Initiative**

1013

1014 In recent years, there has been a more directed effort at the state and federal level to address  
1015 student equity; the State of California is now mandating the community college system to  
1016 address student equity directly and more intentionally and has provided funding to support  
1017 these efforts. Thus, in 2014-2015, Santa Monica College initiated a concerted student equity  
1018 planning process that ensures that the College is addressing student equity gaps using a  
1019 systematic and comprehensive method. The student equity planning process began with the  
1020 analysis of success metrics by student demographic variables. The Student Equity  
1021 Committee used the data to carry out discussions on equity-related issues and to inform the  
1022 development of an action plan – the Student Equity Plan – that addresses student equity gaps.  
1023 These conversations led to the 2014 update to the College’s [Student Equity Plan](#).<sup>113</sup>

1024

1025 Student success data is used to identify the student populations most in need of support and  
1026 to identify achievement gaps in five areas: access, student completion in pre-college  
1027 coursework (Math, English, and ESL) and transition to college-level coursework, course  
1028 completion in college-level courses, degree and certificate completion, and transfer. For  
1029 example, the 2014 Student Equity Plan revealed that Black students and students with  
1030 disabilities experienced the greatest disproportionate impact in metrics related to basic skills  
1031 course completion, and thus, student success in basic skills was identified as the [focus of the  
1032 2014 plan](#).<sup>114</sup>

1033

1034 During the 2014-2015 academic year, the Student Equity Standing Committee funded 23  
1035 projects at a cost of more than one million dollars. Examples of [funded projects](#) include the  
1036 English Academy (a faculty-led summer workshop series targeting Black and Hispanic  
1037 students placed into basic skills English courses), resiliency and leadership training for men  
1038 of color, and the hiring of a licensed social worker to address the specific mental health and  
1039 community connection needs of Black and Hispanic students.<sup>115</sup> Each project has an  
1040 evaluation plan, and project staff are working with the Office of Institutional Research to  
1041 collect and analyze data to assess project effectiveness. Projects that demonstrate success in  
1042 improving student achievement within the targeted group will be considered for continued  
1043 funding and institutionalization.

1044

1045 While these projects are working broadly to serve the targeted populations, specific and  
1046 targeted equity interventions are also implemented at the course and program levels. The  
1047 program review process requires departments to identify and address equity gaps among  
1048 student populations within their courses, programs, and/or departments and develop new  
1049 intervention strategies and/or update existing efforts. For example, through the analysis of  
1050 [successful course completion data](#),<sup>116</sup> the Physical Sciences Department found that Black and  
1051 Hispanic student populations were completing the chemistry courses at lower rates than  
1052 students from other ethnicity/race groups. In response, the department worked in  
1053 collaboration with the College’s Latino Center/Adelante Program and Black Collegians  
1054 Program to create and administer targeted [instructional supports](#) for Hispanic and Black

1055 students, specifically those participating in the Latino Center and Black Collegians Program,  
1056 as well as the Science and Research Initiative.<sup>117</sup>

1057

1058 While the instructional programs have driven many of the new student equity projects, the  
1059 College has also developed and implemented new student support services, integrating  
1060 instructional support with traditional mentoring and advising services. One such program is  
1061 the Welcome Center's English Academy, which is an intensive and engaging two-week  
1062 introduction to college writing, thinking, and research. The Academy targets first-year  
1063 students who have placed into pre-college English with the goal of improving their English  
1064 skills so that they can transition directly into college-level English. Based on the results of  
1065 the Summer 2015 pilot, the [program](#) has demonstrated significant success as *91 percent of*  
1066 *the 164 students who enrolled in the Academy passed directly into English I.*<sup>118</sup> The College  
1067 will continue to track the success of the Academy students to further assess the impact of this  
1068 strategy on long-term success.

1069

1070 When similar equity gaps are observed across multiple departmental program review reports,  
1071 the Program Review Committee prepares a [summary](#) for the master planning process<sup>119</sup> that  
1072 describes the finding and, as appropriate, makes recommendations for addressing the gap. In  
1073 addition, college wide equity gaps that have been observed through the Institutional  
1074 Effectiveness (IE) process are highlighted in the [report](#) that the IE Committee<sup>120</sup> prepares for  
1075 the master planning process. Taken together, these two documents help illuminate and bring  
1076 focus to student equity issues, and ultimately yield institutional objectives designed to  
1077 directly address issues of equity. The annual *Master Plan for Education* objectives and,  
1078 more importantly, the strategies implemented to achieve them, will align with these targets  
1079 and work in a concerted manner to meet these targets in the proposed timeframe.

1080

1081 As an example, the [2012-2013 Master Plan for Education update](#) included [an objective](#) to  
1082 *"identify additional strategies, based on student equity data, to improve the success and*  
1083 *retention of Latino and African-American students, as well as students from other*  
1084 *historically underrepresented groups"*.<sup>121</sup> This objective led to the implementation of  
1085 several strategies, including enrollment priority for students who participate in the Adelante  
1086 and Black Collegians programs and the creation of the Student Equity Planning Taskforce  
1087 (now named the Student Equity Committee), to monitor equity data and develop additional  
1088 support services for students who are disproportionately impacted in terms of student  
1089 success. While the first activity required little to no additional support from the College, the  
1090 second activity required the College to assign faculty, staff, students, and administrators to  
1091 participate on this committee.

1092

### 1093 **Inquiry and Additional Research**

1094

1095 The College has also responded to student equity data by engaging in additional inquiry to  
1096 better understand the multiple dimensions of the equity-related issue. While the student  
1097 equity data are useful in identifying the gaps that exist, the data do not indicate *why* the gaps  
1098 exist. Therefore, the College has engaged in several inquiry activities to investigate the  
1099 student experience and institutional practices and structures in place that support or create  
1100 barriers for students in their pathway to successful outcomes. For example, in collaboration

1101 with the Minority Male Community College Collaborative, the College administered the  
1102 [Community College Survey of Men](#)<sup>122</sup> in Spring 2015 to gather data on the needs of men of  
1103 color at Santa Monica College and measure factors that impact their success. The [results of](#)  
1104 [the assessment](#) were shared during the Fall 2015 Flex Day and presented to the Board of  
1105 Trustees as a major item of business.<sup>123</sup>

1106

### 1107 **Evaluating Effectiveness of Interventions**

1108

1109 The College will continue to evaluate each activity and intervention that is implemented as  
1110 part of the Student Equity Plan. An institutional researcher dedicated to supporting the  
1111 student equity efforts on campus works directly with the leaders of student equity funded  
1112 projects to develop an [evaluation plan](#) and collect and analyze the necessary data.<sup>124</sup> The  
1113 College will use these data to determine which projects should be institutionalized as funding  
1114 becomes available or can be reallocated from other areas. These projects are also included in  
1115 each department's program review process, as are other long-standing institutional efforts to  
1116 address equity. If these [projects](#) become institutional in scope and are included in the *Master*  
1117 *Plan for Education*, they are also evaluated within that process.<sup>125</sup>

1118

#### 1119 **Analysis**

1120

1121 The evidence demonstrates that the College actively examines disaggregated student success  
1122 data for subpopulations of students, implements strategies to address gaps, and evaluates the  
1123 effectiveness of the implemented strategies. The practice of examining and acting on student  
1124 equity data is integrated into existing institutional processes, including program review,  
1125 master planning, and student equity planning.

1126

1127 Santa Monica College is currently working to improve the process of evaluating the efficacy  
1128 of strategies designed to mitigate student equity gaps by creating a standardized evaluation to  
1129 more systematically and comprehensively evaluate best practices across disciplines and  
1130 programs. This will help individual programs and departments learn from each other, while  
1131 allowing the College to identify and scale up the most effective practices. As a first step in  
1132 addressing this need, the College established an Annual Student Equity Summit held in  
1133 January each year.

1134

#### 1135 **Plan**

1136

1137 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
1138 continue to monitor its progress.

1139

1140

1141 **Standard IB.7 The institution regularly evaluates its policies and practices across all**  
1142 **areas of the institution, including instructional programs, student and learning support**  
1143 **services, resource management, and governance processes to assure their effectiveness**  
1144 **in supporting academic quality and accomplishment of mission.**

1145  
1146 *Evidence of Meeting the Standard*

1147  
1148 The College relies on the collaborative effort of many groups across the College to regularly  
1149 develop, implement, evaluate, and revise policies and practices that directly impact academic  
1150 quality and support the Mission of the College. The essential institutional bodies that  
1151 specifically focus on this task are the Academic Senate Joint Committees (Student Affairs,  
1152 Curriculum, Information Services, Program Review, and Distance Education), DPAC, and  
1153 the DPAC planning subcommittees.

1154  
1155 **Policies/Practices Related to Instructional Programs and Student and Learning**  
1156 **Support Services**

1157  
1158 Academic Senate Joint Curriculum Committee

1159 The Academic Senate Joint Curriculum Committee has the primary responsibility for  
1160 maintaining the integrity and quality of the instructional programs at Santa Monica College  
1161 and, in this capacity, regularly evaluates relevant policies and practices. Its functions are  
1162 detailed in the Academic Senate Constitution and By-Laws and in board policy to ensure  
1163 compliance with Title 5 of the California Education Code. One of the primary functions of  
1164 this committee is to ensure that the curriculum at Santa Monica College supports the  
1165 College's Mission, aligns with College Goals, and meets the needs of students. Directives  
1166 from the Chancellor's Office, state-level changes, Academic Senate recommendations, and  
1167 faculty proposals guide and set the agenda. Because of the efficiency of the curriculum  
1168 process, the College is quickly able to respond to changing student needs, such as by being  
1169 one of the first community colleges in the state to offer a bachelor's degree program.

1170  
1171 Academic Joint Senate Student Affairs Committee

1172 The Student Affairs Committee supports the regular and systematic review of practices and  
1173 procedures related to student and learning support services. The goal of this group is to  
1174 ensure that programs and services align with the Mission of the College and foster academic  
1175 progress and integrity. This committee evaluates and updates all administrative regulations  
1176 for student affairs, including admissions and registration, student progress and graduation,  
1177 student conduct, student activities, counseling, and financial aid. The committee develops  
1178 and revises administrative regulations particularly when issues pertain to Title 5 of the  
1179 California Education Code and ensures that changes are in compliance with relevant  
1180 guidelines. It also reviews District board policies concerning student affairs matters, and,  
1181 when appropriate, recommends changes. Members engage in open, collegial dialogue and  
1182 often interface with other college committees when necessary.

1183  
1184 The following is a [sampling of items](#)<sup>126</sup> that have recently been reviewed by the Student  
1185 Affairs Committee:

- 1186
- AR 4114, Student Success and Support Program

- 1187 • AR 4111.4, Mandatory Assessment, Course Placement, and Challenge Procedures
- 1188 • AR 4420, Enrollment Standards for Participation in Santa Monica College Student
- 1189 Government
- 1190 • AR 4300, Student Progress and Graduation
- 1191 • AR 4340, Limits for Credit Course Enrollment
- 1192 • AR 4350, Graduation Requirements
- 1193 • Given the passage of the Student Success Act of 2012, regulations pertaining to
- 1194 assessment needed to be fully consistent with the current changes.

1195  
 1196 Recommendations from this committee are vetted through the Academic Senate and then  
 1197 DPAC is informed prior to approval by senior administration and the Board of Trustees.

1198  
 1199 Academic Senate Joint Program Review Committee

1200 The Academic Senate Joint Program Review Committee supports academic quality and the  
 1201 accomplishment of the Mission as programs and departments implement these policies and  
 1202 practices and adopt them at the user level. All programs undergo a comprehensive program  
 1203 review every six years, supported by an annual update each year in between these larger,  
 1204 more comprehensive reviews. This process enables all departments and services on campus  
 1205 to assess themselves to gauge how effectively they are working internally and how well their  
 1206 program or service supports the Mission of the College.

1207  
 1208 By capturing data regarding enrollment trends, demographics, and student success, individual  
 1209 programs are able to focus on and assess their effectiveness and make changes to  
 1210 program/departamental policies, procedures, and activities accordingly. The annual program  
 1211 review update enables the College to document and enhance the alignment of unit-level  
 1212 planning with institutional planning. These reports provide standardized longitudinal data  
 1213 and analysis for programs to use as they complete their in-depth, comprehensive program  
 1214 review self-studies every six years. As annual achievement data at the program level and  
 1215 institutional level shift, programs need to consider those shifts more regularly. These  
 1216 processes make programs more responsive and facilitate changes to policies and practices as  
 1217 necessary. This responsiveness will manifest long-term in increasingly better services,  
 1218 instruction, and student outcomes.

1219  
 1220 During the past five years, as a result of ongoing review by the Program Review Committee  
 1221 and solicitation of feedback from groups on campus who have engaged in the program  
 1222 review process, there have been many changes to the program review process, including the  
 1223 following:

- 1224 • The addition of an annual program review update;
- 1225 • Availability of an online submission and storage system that facilitates the
- 1226 compilation of responses across programs;
- 1227 • Changes in the reporting timeline so that annual summary reports from the Program
- 1228 Review Committee are included in the institutional planning process;
- 1229 • Distribution of consistent data sets to all programs engaged in program reviews to
- 1230 ensure that all programs are evaluating student success based on the same parameters;
- 1231 and

- 1232       • Ability to analyze data, including both student success and student learning outcomes,  
1233       based on student sub-populations, course delivery methods, and programs of study.  
1234

1235       Academic Senate Joint Institutional Effectiveness Committee

1236       Instrumental to the overall success of these groups and the institution as a whole has been the  
1237       work of the Academic Senate Joint Institutional Effectiveness Committee. As noted  
1238       throughout Standard IB, the Institutional Effectiveness Committee has taken the lead in the  
1239       development and implementation of institutional processes to measure effectiveness at the  
1240       student, program/department, and institutional level. The committee has worked to do the  
1241       following:

- 1242       • Develop and assess key indicators of institutional effectiveness;  
1243       • Guide the development and assessment of student learning outcomes, program  
1244       outcomes, and administrative unit outcomes, all aligned with the Mission of the  
1245       College; and  
1246       • Coordinate these annual assessments with other institutional processes so that  
1247       together they present an accurate picture of the effectiveness of the College, which  
1248       can be used to guide future planning and resource allocation.  
1249

1250       As each new cycle of assessment has presented itself, the Institutional Effectiveness  
1251       Committee has used the results of this assessment and feedback from users to strengthen the  
1252       process. Key improvements have included the following:

- 1253       • The addition of key performance indicators to measure student equity; and  
1254       • Changes in timeline so that the annual Institutional Effectiveness Report is available  
1255       as the college community begins its annual master planning process.  
1256

1257       Academic Senate Joint Distance Education Committee

1258       The Academic Senate Joint Distance Education Committee is responsible for regularly  
1259       reviewing and evaluating policies and practices related to Santa Monica College's Distance  
1260       Education (DE) program. The DE Program is an integral component of the College's efforts  
1261       to achieve its Mission and foster student learning and achievement.  
1262

1263       Santa Monica College's Management Information System collects course enrollment and  
1264       success data for all courses, regardless of delivery method. These data are provided to the  
1265       instructional programs disaggregated by course and instructor through the TIMS report and  
1266       disaggregated by student group, delivery method, and instructional program through the  
1267       annual data packets prepared by Institutional Research. The Academic Senate Joint Distance  
1268       Education Committee also reviews these data in an effort to provide support and guidance to  
1269       the College and its instructional programs. The Committee also disseminates an annual  
1270       student satisfaction survey to all students enrolled in online courses to assess their  
1271       satisfaction with instructional quality and availability of student and learning support  
1272       services. The results of this survey, coupled with student and course performance data, are  
1273       used by the Committee to review the policies and practices of the DE Program and make  
1274       recommendations for improvement.  
1275

1276 **Policies and Practices Related to Resource Management and Other Governance**  
1277 **Processes**

1278  
1279 Resource management at Santa Monica College includes financial resource management, as  
1280 well as human resources, technological resources, and physical plant resources. Each of  
1281 these areas is guided by the efforts of one or more groups as outlined in the following pages.

1282  
1283 District Planning and Advisory Council (DPAC)

1284 As the focal point of the College's participatory governance structure, DPAC is the central  
1285 planning body that makes recommendations to the Superintendent/President. Discussions  
1286 and recommendations within DPAC include institutional effectiveness, the District budget,  
1287 facilities, human resources, college services, and technology planning. Most importantly,  
1288 DPAC is responsible for leading the process by which the College's *Master Plan for*  
1289 *Education* is developed. This process has been subject to ongoing review and revision for  
1290 the past decade as the College has worked to develop a planning process that honors the  
1291 culture of the College, while ensuring that data and assessment are key drivers of the process.

1292  
1293 Financial Resource Management

1294 The ongoing evaluation of policies and practices related to financial resource management is  
1295 led by the College's Fiscal Services Department, which provides an array of services to the  
1296 college community in the areas of Accounting, Accounts Payable, Budget, and Payroll.  
1297 Fiscal Services receives assistance in the development and implementation of policy and  
1298 practices related to financial resource management from DPAC Budget Planning  
1299 Subcommittee and the Grants Office, which leads institutional efforts to acquire and manage  
1300 grant funding from public and private sources.

1301  
1302 A new practice emerging from the District's continued and sustainable actions to improve  
1303 process and procedures related to budgeting and financial allocation is the Personnel and  
1304 Budget Augmentation Request (PBAR) process. This is the mechanism by which divisions,  
1305 departments, and/or programs request increases to their operating budgets. Requests must be  
1306 tied to an institutional objective from the *Master Plan for Education*, the  
1307 program/department's program review report, accreditation standards, or other institutional  
1308 planning mechanisms. Requests are funded based on urgency of need; relevance to the  
1309 Mission; potential impact at institutional, program, and student levels; and the availability of  
1310 funding.

1311  
1312 Human Resources

1313 With regard to the management of human resources, there are several groups on campus that  
1314 work to develop and implement effective policies and practices for human resource  
1315 management. At the center of these efforts is the Office of Human Resources, which serves  
1316 as a resource for committees such as the [Academic Senate Joint Personnel Policies](#)  
1317 [Committee](#),<sup>127</sup> which oversees the review and revision of District policies and administrative  
1318 regulations on academic personnel matters. The Office of Human Resources works closely  
1319 with another committee, the [DPAC Human Resources Planning Subcommittee](#),<sup>128</sup> to review  
1320 data and practices as they relate to staffing needs, monitor trends in equity and diversity,  
1321 review mandated training, and revise, as needed, board policies and administrative

1322 regulations pertaining to college employees. The Personnel Commission, a separate but  
1323 related function, acts independently of the College to carry out the tenets of the College's  
1324 merit system.

1325

#### 1326 Technological Resource Management

1327 There are multiple groups leading institutional efforts to maintain and improve the  
1328 management of technology resources, not the least of which is the Information Technology  
1329 Department. The work of this department is guided by the [Academic Senate Joint](#)  
1330 [Information Services Committee](#) (ISC)<sup>129</sup> and the [DPAC Technology Planning Committee](#).<sup>130</sup>

1331

1332 This committee provides vision, examines policies, and develops plans for academic  
1333 information technology and digital education, while considering other technology matters  
1334 that fulfill the goals of the College. The ISC submits academic technology planning  
1335 recommendations regarding Board of Trustees' policies and/or administrative regulations to  
1336 the Academic Senate.

1337

1338 Both the ISC and the DPAC Technology Planning Subcommittee regularly review and revise  
1339 existing policies and practices to ensure the academic quality of the College and achievement  
1340 of its Mission. One such revision led to the development of the [Technology Replacement](#)  
1341 [Plan](#), implemented in 2015, to ensure that all desktop computers are replaced every seven  
1342 years.<sup>131</sup>

1343

#### 1344 Facilities Resource Management

1345 The effective utilization of existing space is paramount to the development and  
1346 implementation of high quality academic programs. The [DPAC Facilities Planning](#)  
1347 [Subcommittee](#)<sup>132</sup> contributes to the College's facilities planning efforts.

1348

#### 1349 Analysis

1350

1351 The institution meets this standard by creating a valuable, vibrant, and progressive academic  
1352 environment that requires the College to rely on a vast web of strategic and systematic  
1353 communication and cooperation amongst the administration, faculty, classified staff, and  
1354 students. Necessarily, representation on the College's committees is from all areas of the  
1355 college community. Although committees such as those described in this section work  
1356 independently, they purposely and constantly share information and have established  
1357 reporting mechanisms to bridge communication and create cohesive efforts. Noted in this  
1358 section are some of the many deliberate processes in place for regularly reviewing the  
1359 operations and policies of the College as they relate to the overall academic experience.  
1360 Ultimately, the processes of these groups directly affect the College's ability to achieve its  
1361 Mission.

1362

1363 After receiving approval to be one of the 15 pilot colleges to offer a baccalaureate degree, the  
1364 Academic Senate President and Vice President, Academic Affairs established a joint  
1365 [Baccalaureate Degree Program Task Force](#),<sup>133</sup> led by the Chair and Vice Chair of the  
1366 Curriculum Committee. This task force included members of several standing Academic  
1367 Senate Joint committees as well as members of a variety of academic departments and

1368 student service areas. This group was charged with establishing policies and practices for the  
1369 new program. As needed these policies and practices were then referred to relevant standing  
1370 joint committees for review and approval. Since Fall 2016 marks the launch of the new  
1371 program, it is expected that the task force will continue its work and review and revise  
1372 policies and practices as needed. In addition, the Vice President, Academic Affairs met with  
1373 the President of the Faculty Association on a regular basis to address negotiable issues  
1374 related to the establishment of the new degree program.

1375

### 1376 **Plan**

1377

1378 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
1379 continue to monitor its progress.

1380

1381

1382 **Standard IB.8 The institution broadly communicates the results of all of its**  
1383 **assessment and evaluation activities so that the institution has a shared understanding**  
1384 **of its strengths and weaknesses and sets appropriate priorities.**

1385

### 1386 **Evidence of Meeting the Standard**

1387

1388 As previously described, the College assesses, evaluates, and communicates its programs and  
1389 activities at a variety of institutional levels. This is necessary given the College's large size  
1390 and complexity, and it informs and otherwise facilitates decision-making by the College's  
1391 several representative bodies. The following provides a summary of institutional assessment  
1392 efforts at each level:

- 1393 • The Institutional Effectiveness annual report provides an aggregate view of the  
1394 College's overall performance toward meeting major goals and priorities.
- 1395 • The *Master Plan for Education* updates include institutional objectives which are  
1396 developed based on several documents including annual summary reports from the  
1397 Program Review Committee and the annual Institutional Effectiveness Report.
- 1398 • Strategic Initiatives and other college wide efforts: For initiatives and other areas of  
1399 interest that cut across conventional program boundaries (e.g., Global Citizenship),  
1400 assessment occurs within the framework of the College's participatory governance  
1401 structure, including relevant standing committees of the Academic Senate, ad hoc  
1402 task forces, and the District Planning and Advisory Council and its subcommittees.
- 1403 • [Program Review annual summary report](#)<sup>134</sup> includes overarching institutional  
1404 recommendations that often become the basis for Institutional Objectives included in  
1405 the *Master Plan for Education* annual update.

1406

### 1407 **Institutional Effectiveness Process**

1408

1409 The focus on both communicating and utilizing key performance indicators is deeply woven  
1410 into the fabric of the Institutional Effectiveness (IE) process at Santa Monica College. As  
1411 described in the Spring 2015 Institutional Effectiveness report (page 5):

1412

1413 *“Institutional effectiveness is not achieved by simply reporting the College’s performance on*  
1414 *key institutional effectiveness indicators. The process relies on the dialogue and*  
1415 *collaborative inquiry among campus constituents around the institutional effectiveness*  
1416 *performance. The process drives evidence-based college planning and supports decision-*  
1417 *making processes.”*

1418

1419 Each year, the annual IE report and related dashboards are presented and discussed at regular  
1420 meetings of a number of the College’s governance groups, including both DPAC and the  
1421 Board of Trustees. The Institutional Research office also actively communicates with  
1422 various campus groups (departments, committees, task forces, etc.) that have been identified  
1423 as “central stakeholders” are either directly impacted by, or potentially influence, specific  
1424 indicators of institutional effectiveness. Examples include the Academic Senate Joint  
1425 Committees (e.g., Distance Education, Student Instructional Support, and Career Technical  
1426 Education). Such focused presentations of dashboard indicators often are combined with  
1427 discussions of additional data requested and analyzed at these bodies’ request.

1428

1429 For example, the November 20, 2014, meeting of the Academic Senate Joint Distance  
1430 Education (DE) Committee centered on a presentation of the two indicators specific to  
1431 distance education included on the Institutional Effectiveness Dashboard, as well as results  
1432 from a recently completed survey of distance education students conducted by the Office of  
1433 Institutional Research at the Distance Education Committee’s request. It is largely through  
1434 such targeted presentations of both institution wide and program-specific assessment data  
1435 that information key to the College’s planning is operationalized at the level most likely to  
1436 affect measurable change.

1437

1438 Santa Monica College also communicates the results of other institutional assessment and  
1439 evaluation results, including those related to the Strategic Initiatives, Supporting Goals, and  
1440 Institutional Learning Outcomes. For example, the Academic Senate’s Environmental  
1441 Affairs Committee (EAC) collects and presents data to the college community that inform  
1442 the College’s Mission to produce students who “take responsibility for their own impact on  
1443 the earth by living a sustainable and ethical life style” (Institutional Learning Outcome #4).  
1444 This work has included the production of customized reports of student learning outcomes  
1445 data that help the College readily identify courses that are “related” to or “focused” on  
1446 sustainability concepts, thus providing an assessment of the progress made toward “greening  
1447 the curriculum.”

1448

### 1449 ***Master Plan for Education***

1450

1451 The development of the *Master Plan for Education* also provides an effective opportunity to  
1452 communicate evaluation and assessment activities to the college community. A number of  
1453 summary reports feed into the *Master Plan for Education* from Academic Senate Joint  
1454 committees such as Institutional Effectiveness, Program Review, Student Affairs, and others.  
1455 As each report is presented, there is a great deal of discussion regarding its content and  
1456 implications, particularly for institutional planning. Once developed, the *Master Plan for*  
1457 *Education* is presented to the Board of Trustees and further discussed.

1458

1459 Members of the college community are invited to participate in these discussions at multiple  
1460 levels – at meetings of the Board of Trustees, DPAC meetings, and/or Academic Senate or  
1461 DPAC subcommittee meetings, attending either as voting members or interested parties.  
1462 Once approved, the *Master Plan for Education* is communicated to the college community  
1463 through the College’s website. Students are represented at all levels of this process and are  
1464 encouraged to provide feedback and recommendations.

1465

### 1466 **Professional Development Committee Activities**

1467

1468 The planning processes at Santa Monica College, including both the annual development of  
1469 the *Master Plan for Education*, as well as the five-year Mission review and strategic planning  
1470 process, often identify areas of focus for the College that must be broadly communicated to  
1471 the college community. Arguably the most important body on campus for broadly sharing  
1472 information and fostering conversation around important topics is the Academic Senate Joint  
1473 Professional Development Committee (PDC). Among other tasks, the PDC organizes the  
1474 semi-annual institutional flex days in August and March. In consultation with the College’s  
1475 leaders, the PDC builds each day’s events around a common theme. These themes typically  
1476 highlight a major initiative rooted in the Vision, Mission, and Goals, or another identified  
1477 institutional priority. For example, the last four annual Welcome Days in August have  
1478 centered around the College’s GRIT initiative (2012), the College’s continuing focus on  
1479 global citizenship (2013), and the institutional priority of fostering more equitable outcomes  
1480 in terms of student success (2014 and 2015). Information regarding each theme is conveyed  
1481 through a variety of activities during the day, including keynote speakers, information  
1482 sessions, and interactive small-group workshops and discussions. Following is a list of titles  
1483 of just some of the sessions offered during the August and March flex days in recent years:

- 1484 • Unraveling the Mysteries of Assessment and Placement at SMC
- 1485 • Introducing the Center for Teaching Excellence
- 1486 • Got GRIT? Foster Purpose and Perseverance Among Your Students
- 1487 • Differentiated Instruction: Strategies for Keeping Every Student Challenged and
- 1488 Engaged
- 1489 • Facilitating Student Success for Men of Color in Community Colleges
- 1490 • Master Teachers: Building Classroom Community and Closing the Equity Gap

1491

### 1492 **Program-Level Discussions**

1493

1494 Program-level discussions allow departments to delve into the data and consider specific  
1495 trends impacting student success. Often these discussions revolve around the program  
1496 review process, which provides a two-way mechanism for ensuring a robust process of  
1497 assessment, evaluation, and communication. In one direction, information flows from the top  
1498 down as programs receive standardized data to facilitate both the tracking of trends over time  
1499 and comparisons, wherever relevant, with other areas of the College. In the opposite  
1500 direction, program review also provides room for departments to share their own, distinctive  
1501 observations about their particular units of the College, including an assessment of their  
1502 needs for the foreseeable future.

1503

1504 Each program's six-year review report is shared with the greater college community once it  
1505 is presented to the Program Review Committee. The data that are used to drive the report are  
1506 available on the Office of Institutional Research website, while the [reports](#) are available for  
1507 public review on the CurricUNET web page.<sup>135</sup>

1508

### 1509 **Other Communication Activities**

1510

1511 The Office of Institutional Research also communicates evaluation and assessment activities  
1512 through formal reports and presentations of assessment and other data to meetings of various  
1513 college bodies. In addition, Institutional Research shares assessment and evaluation  
1514 information via the biannual [Research Matters newsletter](#)<sup>136</sup> and accompanying blog.  
1515 Moreover, *Research Matters* builds the institution's capacity for conducting internal research  
1516 and utilizing the findings. Sample articles from the past few years include an introductory  
1517 user's guide to the online Data Mart compiled by the state Chancellor's Office, a glossary of  
1518 commonly used research terminology, a description of the process used by the College to  
1519 create its institution-set standards and target goals for the institutional effectiveness  
1520 indicators, and a summary of a recently published statewide report on study abroad.

1521

1522 Additionally, specific programs, initiatives, and task force efforts are communicated to the  
1523 Board of Trustees via formal reports. Examples of these reports include the Global  
1524 Citizenship, GRIT, and I<sup>3</sup> initiatives; Distance Education; the Curriculum Committee;  
1525 Enrollment Development; and [Counseling Services](#).<sup>137</sup>

1526

### 1527 **Analysis**

1528

1529 Through a multi-layered process of institutional effectiveness reporting, master planning  
1530 processes, professional development, program review, and regular formal ad hoc evaluations  
1531 and presentations by and for targeted groups of key stakeholders, the College broadly  
1532 communicates its assessment and evaluation activities in a way that not only serves campus  
1533 wide planning but also facilitates an everyday culture of continual student-focused  
1534 improvement.

1535

1536 Despite the increased capacity for utilizing information, there is still room for improvement.  
1537 As the College continues to build its research and assessment capacity, one of the next steps  
1538 to consider will be an assessment of the assessment-and-reporting process itself. While there  
1539 is evidence that a large share of the college community receives and utilizes assessment  
1540 information, the College has not yet conducted a concrete study of the actual level of  
1541 awareness and understanding of the College's assessment activities across various campus  
1542 groups. As the evidence indicates, the College has numerous examples of how data are used  
1543 and shared, especially among the College's central stakeholders. However, a formal study of  
1544 this awareness will ask questions such as the following:

1545

1) What proportion of the faculty is aware of the Dashboard and the indicators that it  
1546 incorporates?

1546

1547

2) How many are aware of the support and expertise that the Office of Institutional  
1548 Research can provide in developing assessments specific to one's area of interest at the  
1549 College, as well as how one goes about requesting such support?

1548

1549

1550  
 1551 The Office of Institutional Research is currently developing a survey to investigate questions  
 1552 such as these, and the answers received will help “close the loop” in the assessment process  
 1553 and allow the College to make the most efficient use possible of its research and planning  
 1554 resources.

1555  
 1556 **Plan**  
 1557

1558 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
 1559 continue to monitor its progress. To ensure that College faculty are aware of the Institutional  
 1560 Effectiveness Dashboard, the following plan has been proposed.  
 1561

Proposed Activities	Responsible Party	Timeline	Outcomes/ Benchmarks for Success
Objective: Develop a survey to determine the proportion of Santa Monica College’s faculty who are aware of the Institutional Effectiveness Dashboard and the indicators presented, as well as the services available to them through the Office of Institutional Research.			
1) Develop a survey instrument.	Institutional Research	2016-2017	Feedback from the college community will indicate how best to improve awareness of and access to Institutional Effectiveness data and how faculty can use it to improve student learning programs and services.
2) Use survey responses to improve Institutional Research Services.	Institutional Research	2017-2018	Targeted training and professional development opportunities will be enhanced to help faculty use data effectively.

1562  
 1563  
 1564 **Standard IB.9 The institution engages in continuous, broad based, systematic**  
 1565 **evaluation and planning. The institution integrates program review, planning, and**  
 1566 **resource allocation into a comprehensive process that leads to accomplishment of its**  
 1567 **mission and improvement of institutional effectiveness and academic quality.**  
 1568 **Institutional planning addresses short- and long-range needs for educational programs**  
 1569 **and services and for human, physical, technology, and financial resources. (ER 19)**

1570  
 1571 **Evidence of Meeting the Standard**  
 1572

1573 **Mechanisms Used to Gather Evidence about Program Effectiveness**  
 1574

1575 The College engages in continuous, broad-based, systematic evaluation and planning at the  
 1576 student, program, and institutional levels. Processes and tools are available to effectively  
 1577 assess the College’s ability to achieve its Mission, Goals, and Institutional Learning  
 1578 Outcomes.  
 1579

1580 At the student level, the Office of Institutional Research has standardized the process for  
1581 collecting and monitoring student achievement data, including course completion and  
1582 retention, student persistence, and goal completion (certificate, degree, transfer, and  
1583 employment), disaggregated by student group, instructional program, and delivery method,  
1584 including distance education. These data are provided annually to all instructional programs  
1585 for consideration as programs prepare their annual program review reports.

1586  
1587 Every program, department, service, and administrative unit at the College must complete a  
1588 comprehensive program review self-evaluation every six years as well as an annual program  
1589 review report. The comprehensive review provides programs with the opportunity to delve  
1590 into student, faculty, course, and program data and make short- and long-term  
1591 recommendations for program improvement. The annual update allows programs to identify  
1592 potential challenges to success and any new needs or concerns. This helps to ensure  
1593 continuous program improvement in a timely and effective manner. The annual program  
1594 review reports also provide institutional planning bodies with program-level information that  
1595 can be used to inform institutional goals, objectives, and activities.

1596  
1597 The program review process feeds into the much larger institutional planning process, which  
1598 includes policies and procedures for assessing institutional effectiveness, reviewing the  
1599 Mission, identifying Strategic Initiatives, and allocating resources in support of these  
1600 decisions. The institutional planning process revolves around DPAC, which receives  
1601 information and recommendations from a number of academic, student services, and  
1602 administrative committees tasked with the development, implementation, and evaluation of  
1603 policies, procedures, and activities specific to their area.

1604  
1605 Some of these committees are directly involved in program and institutional assessment, such  
1606 as Program Review and Institutional Effectiveness, while other committees consider issues  
1607 related to resource allocation (DPAC Budget Planning Subcommittee) and instructional and  
1608 student support planning (Academic Senate Joint Curriculum and Student Affairs  
1609 committees). These latter committees rely on the program review process to assess the  
1610 effectiveness of programs and services and use this information to make program and policy  
1611 recommendations to DPAC.

1612  
1613 DPAC reviews all of the feedback and assessment materials produced and submitted from  
1614 the subcommittees to develop the *Master Plan for Education* and make recommendations to  
1615 senior administration, including the Board of Trustees, regarding program planning and  
1616 resource allocation. The *Master Plan for Education* is a five-year plan with annual updates  
1617 that addresses the short- and long-range needs for educational programs and services. It also  
1618 serves as a roadmap for human, physical, technology, and financial resources,  
1619 complementing the state-required master plans for facilities and technology. While the  
1620 *Master for Education* sets long-term goals, it also includes annual objectives and benchmarks  
1621 to help ensure that the College is on course to achieving its five-year goals. These objectives  
1622 are reviewed and assessed each year and lead to new objectives and/or revisions to the  
1623 original plan. The annual objectives help ensure that the College is achieving its long-range  
1624 needs through short-term objectives.

1625

1626 **Effectiveness of Evaluation Processes and Results in Achieving Program Improvement**

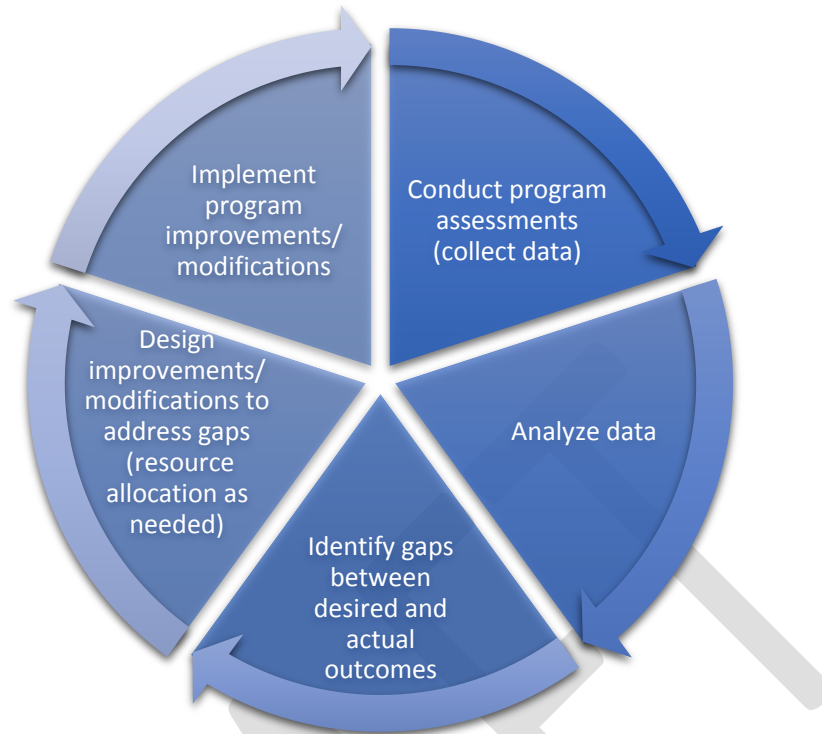
1627  
1628 The Office of Institutional Research has worked with the Institutional Effectiveness  
1629 Committee and Information Technology to standardize the data collection process so that all  
1630 instructional programs receive the same information. This allows for comparison across and  
1631 within programs and facilitates the identification of trends in student achievement, as well as  
1632 challenges to student success.

1633  
1634 An additional indicator is the increased use of data to drive decision-making at the student,  
1635 program, and institutional levels. Data are being used to inform planning, program  
1636 development and implementation, and evaluation. The quality and depth of program review  
1637 reports have also improved since the departments have had access to regular and consistent  
1638 data, disaggregated by student population, program type, and delivery method. With each  
1639 cycle of reports, there is an increased focus on data analysis and program effectiveness  
1640 improvements.

1641  
1642 Many of these improvements have required new resources, including financial,  
1643 technological, physical, and/or human. The availability of consistent data and annual  
1644 assessment updates has strengthened the case for these additional resources, and the College  
1645 has responded accordingly, as evidenced by the following:

- 1646
  - Institutionalization of the [Supplemental Instruction Program](#);<sup>138</sup>
  - Career counselor located in the Black Collegians and Adelante Program offices; and
  - Use of the SuccessNavigator assessment tool and delegation of a [GRIT](#) Counselor to  
1649 identify and support students with deficiencies in non-cognitive skill development.<sup>139</sup>

1650  
1651 As faculty and staff implement these program improvements, they develop new strategies  
1652 and/or revise existing strategies for assessing the effectiveness of these improvements,  
1653 thereby closing the circle on program assessment as illustrated by the following flow chart:



1654  
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 1678

Planning begins with the program review process, which is facilitated with data provided through Institutional Research. Programs use the data and assessments to identify areas needing improvement. These needs inform and substantiate the budget requests made by programs via the annual budget planning process. Program review documents also feed into the planning process that culminates in the annual update of the *Master Plan for Education*, as well as other planning documents. While input from program review contributes to the definition of institutional objectives included in the *Master Plan for Education*, these objectives are also informed by other planning documents, including the Strategic Initiatives, Board of Trustees Goals and Priorities, Academic Senate Objectives, Academic Senate joint committee efforts, DPAC and its planning subcommittees, Accreditation Recommendations and self-initiated improvement plans, the *Master Plan for Technology*, the *Facilities Master Plan*, the Student Success Support Program (SSSP) Plan, and the Student Equity Plan.

Santa Monica College utilizes the same process to collect and assess data for all of its instructional programs regardless of delivery method, including those offered through distance education. As such, data collected for online courses includes an array of student success data, including course retention and completion rates. These data are disaggregated by student population, instructional program, and instructor. Data regarding the effectiveness of distance education courses is included in a data packet for all programs that offer online courses. With these data, the Distance Education Office works with the instructional programs and the Academic Senate Joint Distance Education Committee to address trends and/or gaps in access.

1679 **Analysis**

1680  
1681 Through continuous refinement of its program review, planning, and resource allocation  
1682 processes, the College has made substantial improvements in how it integrates these  
1683 processes that lead to the accomplishment of its Mission and institutional effectiveness.  
1684 Integrating these various processes and their timelines has been a challenge, especially as  
1685 new state and federal mandates have required including more policies and practices that  
1686 necessitate their own integration into the College’s continuous cycle of evaluation and  
1687 planning.

1688  
1689 The *Master Plan for Education* also includes planning and evaluation information which  
1690 provides feedback to inform the College’s programs and services as they develop their  
1691 program objectives for the coming year. The *Master Plan for Education* also documents  
1692 progress made toward the implementation of Strategic Initiatives and progress made toward  
1693 achieving past institutional objectives. It is also the source for documenting the cyclical  
1694 changes made to the Mission, Vision, Supporting Goals and Institutional Learning Outcomes,  
1695 which then guide the development of Strategic Initiatives.

1696  
1697 Although the College has firmly integrated the data collection processes, assessment  
1698 processes, and resource allocation, there is, of course, always room for improvement. The  
1699 current online program review module needs to be refined and improved, based on feedback  
1700 received from the departments or the functional specification is not working as the College  
1701 intended. The College developed the system with the provider of its online Curriculum  
1702 Inventory (CurricUNET). The responsiveness of the company to requests for updates and  
1703 “fixes” has not been satisfactory. Additional refinement of the program review questions is  
1704 needed. There has been some discussion about other commercially available program review  
1705 modules that offer improved functionality (e.g., TracDat and eLumen).

1706  
1707 Technological barriers also exist for other planning functions. As noted in Standard IB.5, the  
1708 volume of requests for data has impacted the Institutional Research office staff. A data  
1709 warehouse function would provide the college community with real-time access to data  
1710 needed to effect continuous improvement (see the plan included in Standard IB.4).

1711  
1712 **Plan**

1713  
1714 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
1715 continue to monitor its progress. To address needed improvements in the online Program  
1716 Review system, the following plan will be implemented.

1717

Proposed Activities	Responsible Party	Timeline	Outcomes/Benchmarks for Success
Objective: Refine the CurricUNET Program Review System to eliminate systemic problems and upgrade the system prompts.			

Proposed Activities	Responsible Party	Timeline	Outcomes/Benchmarks for Success
Work with CurricUNET programmers.	Program Review Chair and Vice Chair	2016-2017	Technical issues resolved; specifications for system upgrades developed and implemented in an upgraded system.
Assuming CurricUNET cannot effect the needed changes, begin the process of evaluating alternative providers.	Program Review Chair and Vice Chair	2017-2018	Alternative online program review system identified.

1718

1719

### EVIDENCE FOR STANDARD IB

- 1 IB1\_Institutional\_Research\_program\_review.pdf
- 2 IB1\_2015\_IE\_Committee\_Report\_to\_DPAC.pdf and  
IB1\_2015\_Institutional\_Effectiveness\_Report.pdf
- 3 IB1\_IEC\_Minutes\_10-27-2014.pdf
- 4 IB1\_IEC\_Minutes\_11-23-2015.pdf
- 5 IB1\_2015\_Institutional\_Effectiveness\_Dashboard.pdf
- 6 IB1\_Program\_Review\_Six\_Year\_Rotation\_Updated\_Fall\_2013.pdf
- 7 IB1\_Executive\_Summary\_Program\_Review\_12-13\_Counseling.pdf
- 8 IB1\_DPAC\_Minutes\_5-13-2015.pdf
- 9 IB1\_Annual\_Instructional\_Only\_Program\_Review\_Forms\_2013.pdf
- 10 IB1\_Program\_Review\_Annual\_Report\_2014-2015.pdf
- 11 IB1\_Online\_Program\_Review\_Screenshots\_compiled.pdf
- 12 IB1\_MPE\_2011-2016.pdf
- 13 IB1\_Annual\_Instructional\_Only\_Program\_Review\_Forms\_2013.pdf  
IB1\_Six\_Year\_Program\_Review\_Forms\_6-12-13.pdf
- 14 IB1\_SLO\_Report\_Accounting\_2013-2014\_Locked.pdf IB1\_SLO\_ILO\_Reports\_webpage.pdf
- 15 IB1\_SMC\_SSSP\_Credit\_Program\_Plan\_2014.pdf
- 16 IB1\_Black\_Collegians\_SSSP\_Credit\_Program\_Plan\_2014.pdf
- 17 IB1\_Accreditation\_Reference\_Handbook\_July\_2014.pdf
- 18 IB1\_ENGL1\_Waivers\_Beardsley\_8-5-2015.pdf and IB1\_ENGL1\_Waivers\_Sterr\_9-4-2014.pdf
- 19 IB1\_Business\_SocialMediaSurvey\_8-7-2012.pdf
- 20 IB1\_Center\_for\_Teaching\_Excellence\_website.pdf
- 21 IB1\_Professional\_Development\_Day\_Fall\_2014.pdf  
IB1\_Professional\_Development\_Day\_Fall\_2015.pdf  
IB1\_Professional\_Development\_Day\_Spring\_2015.pdf
- 22 IB1\_Research\_Roundtables\_webpage.pdf
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- 24 IB1\_BSI\_CTE\_Retreat\_9\_16\_2011.pdf
- 25 IB1\_SI\_CTE\_Minutes\_2-3-2012.pdf
- 26 IB1\_2015-16\_MPE\_Update\_excerpt\_CTE-related\_objectives.pdf
- 27 IB1\_CTE\_Advisory\_Board\_Handbook\_2015.pdf
- 28 IB1\_AB86\_Regional\_Final\_Plan\_3-1-2015.pdf IB1\_AEBG\_Annual\_Plan\_2015-2016.pdf  
IB1\_AB86\_Governance\_Plan\_2015-2016.pdf
- 29 IB1\_BT\_SMC\_SMMUSD\_9-17-15\_Minutes.pdf IB1\_SMMUSD-SMC-Joint\_meeting.pdf

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30 IB1\_Cradle\_to\_Career\_website.pdf IB1\_Youth\_Wellbeing\_Report\_Card.pdf  
31 IB1\_SMC\_In\_Focus\_Issue\_7\_2-9-2016.pdf  
32 IB1\_DPAC\_Charter\_and\_Organization\_2014-2015.pdf  
33 IB1\_Institutional\_Effectiveness\_BT\_minutes\_2010-2015.pdf  
34 IB1\_Accountability\_Reports\_2009-2015.pdf  
35 IB1\_Career\_Technical\_Education\_Survey\_BT\_Minutes\_10-4-2011.pdf  
36 IB1\_Distance\_Education\_Evaluation\_BT\_Minutes\_9-6-2012.pdf  
37 IB1\_GRIT\_Initiative\_Outcomes\_BT\_Minutes\_3-5-2013.pdf  
38 IB1\_Baseline\_data\_Student\_Equity\_Plan\_BT\_minutes\_12-2-2014.pdf  
39 IB1\_Impact\_Counseling\_First-Year\_Students\_BT\_minutes\_1-15-2015.pdf  
40 IB1\_Results\_of\_Global\_Citizenship\_Student\_Survey\_BT\_Minutes\_4-7-2015.pdf  
41 IB1\_BT\_Study\_Session\_3-17-2015\_Minutes.pdf  
42 IB1\_BT\_Study\_Session\_2-18-2014\_Minutes.pdf  
43 IB1\_BT\_Study\_Session\_2-19-2013\_Minutes.pdf  
44 IB1\_2014-2015\_Board\_of\_Trustees\_Priorities\_and\_Goals.pdf  
45 IB1\_STEM\_webpage.pdf  
46 IB1\_English-Academy\_webpage.pdf  
47 IB1\_Supplemental\_Instruction\_webpage.pdf  
48 IB1\_Summer-Bridge\_webpage.pdf  
49 IB1\_Center\_for\_Teaching\_Excellence\_website.pdf  
50 IB2\_Curriculum\_Committee\_website.pdf  
51 IB2\_Santa\_Monica\_CurricUNET\_Guide.pdf  
52 IB2\_IxD\_Upper\_Division\_CORs.pdf  
53 IB2\_Distance\_Education\_review\_and\_approval\_checklist.pdf  
54 IB2\_Counseling\_20\_Course\_outline\_of\_record.pdf  
55 IB2\_Program\_and\_Course\_Approval\_Handbook\_5thEd\_BOGapproved.pdf  
56 IB2\_Program\_Learning\_Outcomes\_from\_SMCcatalog15-16.pdf  
57 IB1\_SLO\_Report\_Accounting\_2013-2014\_Locked.pdf  
58 IB2\_Counseling\_Student\_Learning\_Outcomes.pdf  
59 IB2\_Unit\_Outcomes\_Checklist.pdf  
60 IB2\_SLO\_Grid\_Updated\_Fall\_2015.pdf  
61 IB2\_Annual\_Program\_Review\_Forms\_2013\_Instructional.pdf and  
IB1\_Six\_Year\_Program\_Review\_Forms\_6-12-13.pdf  
62 IB2\_SLO\_Checklist\_Final.pdf  
63 IB2\_SLO\_By\_Course.pdf IB2\_SLO\_By\_Department.pdf IB2\_SLO\_By\_Section.pdf  
64 IB2\_Business\_Accounting\_SLO\_Data\_Summary\_Fall2012\_Locked.pdf  
65 IB2\_Institutional\_Learning\_Outcomes\_Assessment\_Report\_2013.pdf  
66 IB2\_Core\_Compencies\_and\_Institutional\_Learning\_Outcomes.pdf  
67 IB2\_2015\_Institutional\_Effectiveness\_Dashboard.pdf  
68 IB2\_2013\_Institutional\_Effectiveness\_Report.pdf  
69 IB2\_Objective4\_MPE\_Update\_2014-15.pdf  
70 IB2\_LifeSciences-ESLStudy\_2014.pdf  
71 IB2\_LifeScience-ESLCollaboationFlyer\_Fall\_2014.pdf  
72 IB2\_Checklist\_for\_Basic\_Course\_Review\_eCollege.pdf  
73 IB2\_ONE\_Standards\_for\_Quality\_Online\_Teaching.pdf  
74 IB3\_Institutional\_Effectiveness\_Committee\_Agenda\_2-27-2013.pdf  
75 IB3\_Institutional\_Effectiveness\_webpage.pdf

76 IB3\_SMC\_ACCJC\_Annual\_Report.pdf  
77 IB2\_2015\_Institutional\_Effectiveness\_Dashboard.pdf  
78 IB3\_Explanation\_of\_Targets\_in\_Institutional\_Effectiveness\_Report.pdf  
79 IB3\_IEPI\_SMC\_Framework\_of\_Indicators\_5-5-2015.pdf  
80 IB3\_Basic\_Skills\_Indicators\_Student\_Success\_Committee\_11-28-2012.pdf  
81 IB1\_2015\_Institutional\_Effectiveness\_Report.pdf  
82 IB3\_CTE\_Committee\_Minutes\_10-27-2015.pdf  
83 IB3\_Master\_Plan\_for\_Education\_2014-2015.pdf  
84 IB3\_IEC\_Minutes\_3-9-2015.pdf  
85 IB3\_Process\_for\_Setting\_Program\_Standards.pdf  
86 IB3\_BT\_Minutes\_SRJCD\_CTE\_Outcomes\_Survey.pdf  
87 IB4\_Basic\_Skills\_Data\_for\_BT\_Self-Study\_Session\_2-6-2013.pdf  
88 IB4\_Math\_Equity\_Data\_3-6-2015.pdf IB4\_Math\_Student\_Succes\_Data\_Dept\_Flex\_Day\_3-  
6-2014.pdf  
89 IB4\_Business\_Survey\_Findings\_Fall\_2013.pdf  
90 IB4\_Prep2Test\_website.pdf  
91 IB4\_Excerpt\_DE\_Survey\_IE-  
DE\_Committee\_11-20-2014.pdf  
IB4\_DE\_Survey\_IE-DE\_Committee\_11-20-2014.pdf IB4\_DE\_Student\_Survey\_Findings.pdf  
92 IB4\_Relationship\_between\_Eligibility\_for\_English1\_Status\_and\_Course\_Success\_Revised.pd  
f  
IB4\_Relationship\_Between\_Eligibility\_for\_English1\_and\_Course\_Success\_Revised\_5-12-2015.pdf  
93 IB4\_Scholars\_Program\_transfer\_data.pdf  
IB4\_Scholars\_Program\_Self\_Study\_see\_page14.pdf  
94 IB4\_Inroads\_website.pdf  
95 IB4\_Business\_Department\_Six\_Year\_Program\_Review\_2012.pdf  
96 IB4\_Research\_Brief\_110\_SI.pdf IB4\_SI\_2014\_Prestby\_10-14-2015.pdf  
97 IB4\_Summer-Jams\_website.pdf  
98 IB4\_You1\_Pilot\_2014\_Results.pdf  
99 IB5\_Institutional\_Research\_Annual\_Program\_Review\_2014-15.pdf  
100 IB1\_Annual\_Instructional\_Only\_Program\_Review\_Forms\_2013.pdf  
IB1\_Six\_Year\_Program\_Review\_Forms\_6-12-13.pdf  
101 IB5\_Program\_Review\_Communications\_2015.pdf  
102 IB5\_IR\_Annual\_Program\_Review\_2014.pdf  
103 IB2\_SLO\_By\_Department.pdf  
104 IB2\_SLO\_By\_Section.pdf  
105 IB5\_2013\_Institutional\_Institutional\_Learning\_Outcomes\_Assessment\_Report\_Fall2013.pdf  
106 IB2\_2015\_Institutional\_Effectiveness\_Dashboard.pdf  
107 IB1\_2015\_IE\_Committee\_Report\_to\_DPAC.pdf  
108 IB5\_GRIT\_Initiative\_website.pdf IB5\_I3\_MPE\_2012-2013.pdf  
109 IB6\_Student\_Equity\_Plan\_2014.pdf  
110 IB2\_2015\_Institutional\_Effectiveness\_Dashboard.pdf  
111 IB2\_Annual\_Program\_Review\_Forms\_2013\_Instructional.pdf  
112 IB1\_Six\_Year\_Program\_Review\_Forms\_6-12-13.pdf  
113 IB6\_Student\_Equity\_Plan\_2014.pdf  
114 IB6\_Equity\_Funding\_Proposal\_Template.pdf

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115 IB6\_Equity\_Funded\_Projects.pdf  
116 IB6\_Physical\_Science\_Program\_Review\_2014.pdf  
117 IB6\_Chemistry\_10\_Strategies\_to\_Address\_Underperforming\_Students.pdf  
118 IB6\_Welcome\_Center\_English\_Academy.pdf  
119 IB1\_Institutional\_Research\_program\_review.pdf  
120 IB2\_2013\_Institutional\_Effectiveness\_Report.pdf  
121 IB6\_Master\_Plan\_for\_Education\_2013-2014.pdf IB6\_DPAC\_Agenda\_8-22-2012.pdf  
122 IB6\_Survey\_of\_Men\_Report\_Santa\_Monica\_College.pdf  
123 IB6\_BT\_Minutes\_4-5-2016.pdf  
124 IB6\_Student\_Equity\_Plan\_2015-2016.pdf  
125 IB6\_Master\_Plan\_Objective\_Response\_Form\_2016-2017.pdf  
126 IB7\_Student\_Affairs\_Committee\_minutes\_9-9-2015.pdf  
127 IB7\_Academic\_Senate\_Joint\_Personnel\_Policies\_Committee.pdf  
128 IB7\_DPAC\_HumanResources\_Planning\_Subcommittee.pdf  
129 IB7\_Academic\_Senate\_Joint\_Information\_Services\_Committee.pdf  
130 IB7\_DPAC\_Technology\_Planning\_Committee.pdf  
131 IB7\_Technology\_Replacement\_Plan\_Summary.pdf  
132 IB7\_DPAC\_Facilities\_Planning\_Subcommittee.pdf  
133 IB7\_lxD\_Minutes\_3-25-2015\_minutes.pdf  
134 IB1\_Program\_Review\_Annual\_Report\_2014-2015  
135 IB8\_Counseling\_program\_review\_report.pdf  
136 IB8\_Research\_Matters\_Vol4\_Issue1.pdf  
137 IB8\_BT\_Minutes\_4-5-2016\_Report\_on\_Counseling\_Services.pdf  
138 IB1\_Supplemental\_Instruction\_webpage.pdf  
139 IB5\_GRIT\_Initiative\_website.pdf

## 1 STANDARD IC: INSTITUTIONAL INTEGRITY

2  
3 **IC.1 The institution assures the clarity, accuracy, and integrity of information**  
4 **provided to students and prospective students, personnel, and all persons or**  
5 **organizations related to its mission statement, learning outcomes, educational**  
6 **programs, and student support services. The institution gives accurate information to**  
7 **students and the public about its accreditation status with all of its accreditors. (ER 20)**  
8

### 9 Evidence of Meeting the Standard

10  
11 Santa Monica College assures the clarity, accuracy, and integrity of the information provided  
12 to students and prospective students, personnel, and all other persons or organizations with a  
13 vested interest in the Mission of the College through its written materials and publications, its  
14 online presence, and its public information announcements. The College provides accurate  
15 information to students, faculty, staff, and the public about its accreditation status with all of  
16 its accreditors, including the ACCJC, through its website and catalog. In addition,  
17 information concerning the College's Mission, Vision, and Goals, Institutional Learning  
18 Outcomes, program offerings, and support services is included in the college catalog,  
19 program brochures, schedule of classes, course outlines of record, college website, and/or  
20 media announcements regarding student, faculty, program, and institutional achievements  
21 and accomplishments.  
22

23 The College provides multiple locations within the college catalog (both in hard copy and  
24 online) for students to obtain information about the Distance Education program, thus  
25 assuring that students will find accurate information regardless of how they search. Both the  
26 Table of Contents and the Index include references to this information. These locations  
27 include a description of the Distance Education program in the [Special Programs and Support](#)  
28 [Services section](#),<sup>1</sup> and an overview of online classes (provided in two sections of the catalog:  
29 in the "[Educational Opportunities](#)"<sup>2</sup> and in the "[Special Programs and Support Services](#)"<sup>3</sup>  
30 sections); and information about online counseling through the [Transfer/Counseling Center](#).<sup>4</sup>  
31

32 These descriptions encourage students to visit the [Distance Education website](#) where students  
33 may obtain more information.<sup>5</sup> In addition, given the College's commitment to provide  
34 distance education students with the same or similar services that students can access on  
35 campus, nearly all of the College's programs and services have an online component. For  
36 each program and service with an online component, the catalog provides a link to the online  
37 resource. Each year, the Distance Education Office disseminates a [student satisfaction](#)  
38 [survey](#) to the College's online students to assess program effectiveness in reaching students  
39 and addressing their needs and concerns. As concerns are expressed, the office works with  
40 other groups on campuses to make improvements. However, student satisfaction with regard  
41 to access to information is high.<sup>6</sup>  
42

43 To maintain consistency in representation, the content of the online catalog and schedule of  
44 classes mirror the hardcopy format of these documents. The college catalog is updated every  
45 year and disseminated to students and the college community through the college website  
46 and hardcopy versions may be purchased in the college bookstore.

47  
48 The College's Management Information Systems and Marketing Departments work closely  
49 with Enrollment Services to validate the information included in the class schedule which is  
50 mailed to 110,000 households each semester. Given the dynamic nature of the online  
51 schedule of classes, any changes made to course sections are immediately viewable by  
52 students. The Office of Enrollment Services also issues district wide emails to students and  
53 the college community prior to, and at the start of every term, announcing important  
54 information about enrollment, payment of fees, parking/transportation, and other issues of  
55 concern to students.

56 The College's website ([www.smc.edu](http://www.smc.edu)) serves as the central hub where crucial information  
57 regarding college initiatives, educational offerings, and policies and procedures is  
58 communicated to students and the public. Through the website, enrolled students may access  
59 Corsair Connect, which is the College's Student Self-Service System. By logging onto  
60 [Corsair Connect](#),<sup>7</sup> students can access their student records, their email account, eCompanion  
61 (which many faculty use to share course-specific information with their students, including  
62 the syllabus), eCollege (the College's current online distance education platform),  
63 information about and access to campus resources, and other important announcements from  
64 the College. In Fall 2016, the College is scheduled to begin its migration to the Instructure  
65 Canvas course management system, which will soon replace eCollege on Corsair Connect.

66 In addition to Corsair Connect, most instructional programs and student support services  
67 have their own specific web pages as do many faculty. Staff and faculty make a concerted  
68 effort to regularly update these program and faculty web pages. The Division of Enrollment  
69 Services, specifically the Admissions Office, takes particular care to ensure that all admission  
70 and matriculation information and requirements for the programs of study are updated  
71 regularly.

72  
73 With respect to the College's educational offerings, each degree and certificate is described  
74 in terms of the purpose, content, and educational and/or career outcomes, such as transfer or  
75 employment options that a student may pursue upon completion of the program/degree.  
76 These descriptions appear in the college catalog, on the website, and in "Major Articulation  
77 Sheets," the curriculum guide sheets maintained and disseminated by the Counseling  
78 Department on the [articulation website](#).<sup>8</sup> Accuracy of these descriptions is verified through  
79 the curriculum process.

80  
81 Course level information is conveyed to prospective and enrolled students and other  
82 interested parties through the approved course outlines of record, which are public  
83 documents and available on the web through the [CurricUNET site](#).<sup>9</sup> Faculty use the [course](#)  
84 [outlines of record](#)<sup>10</sup> to develop their [course syllabi](#),<sup>11</sup> which are also available on the web for  
85 all sections of all courses each semester. It is a requirement that all syllabi include the course  
86 student learning outcomes. Once complete, the faculty members submit the course syllabus  
87 to the department chair. This information is also reviewed as part of the peer evaluation  
88 process.

89

90 Since receiving approval as one of the 15 pilot colleges to offer a baccalaureate degree, the  
91 College has provided information to students, prospective students, the college community,  
92 and the public about the Bachelor of Science degree program in Interaction Design.  
93 Interested individuals were invited to subscribe to an email list to receive ongoing updates. A  
94 [website](#)<sup>12</sup> was established and is updated on a regular basis as the program and related  
95 policies develop. The accuracy, clarity, and integrity of this information is reviewed by both  
96 discipline faculty, counselors, and the Baccalaureate Degree Program Task Force. The  
97 discipline faculty and lead counselor also held several [information sessions](#)<sup>13</sup> for prospective  
98 students. An [Interaction Design summit](#)<sup>14</sup> was held, intended for discipline faculty and  
99 Articulation Officers from other California Community Colleges to communicate  
100 information about the program and to begin establishing articulation agreements between  
101 programs to facilitate student transfer. The new degree program will appear in the 2016-2017  
102 academic catalog as well as the schedule of classes.

103  
104 While course outlines of record and course syllabi must include expected student learning  
105 outcomes for the particular course, other student achievement outcomes and measures are  
106 provided to students on the college website via the College's comprehensive [Institutional](#)  
107 [Effectiveness Dashboard](#).<sup>15</sup> The Dashboard summarizes the information included in the  
108 annual Institutional Effectiveness Report and reports the degree to which the College has  
109 achieved its Key Indicators of Success.

110  
111 With regard to distance education, the Dashboard includes two indicators of success for  
112 distance learning, including course success rate as it compares to the institutional average, as  
113 well as course retention rate as it compares to the institutional average. In addition to the  
114 information presented through the Dashboard, information about the [Distance Education](#)  
115 [program](#)<sup>16</sup> can be found on the college website.

116  
117 The Distance Education program also provides an [annual report](#)<sup>17</sup> to the Board of Trustees,  
118 which provides detailed information about the program, student access and success, faculty  
119 initiatives, and other program details. The data are collected by the Office of Institutional  
120 Research as part of the annual program review process. The document is available through  
121 the college website.

122  
123 Finally, information about the College's accreditation is provided to the public through the  
124 website, the college catalog, and through media announcements. The [accreditation web](#)  
125 [page](#)<sup>18</sup> includes information about the process, the review standards, the Institutional Self-  
126 Study, Institutional Response to Recommendations, and mid-term reports.

### 127 **Analysis**

128  
129  
130 Santa Monica College is committed to the timely and accurate presentation of information  
131 and accreditation status to all college constituency groups, including prospective and enrolled  
132 students, faculty, staff, and community partners. At this time, faculty and staff continue to  
133 express concern with the website's organizational structure and its search engine capacity,  
134 both of which can make it difficult to find needed information. In addition, some members  
135 of the college community have anecdotally reported difficulty in using SharePoint, the web

136 application used by the College. While the College offers individual and group training for  
 137 faculty and staff and recently hired a Web Content and Social Media Manager to provide  
 138 assistance to end users, the College is considering its options for improving users' ability to  
 139 utilize SharePoint through additional training and assistance or it may consider moving to a  
 140 different web application.

141  
 142 The college catalog is another primary means of disseminating information to the public.  
 143 However, the College recognizes that there are challenges with the online version of the  
 144 catalog since it is a static document that requires users to scroll through its multiple pages  
 145 and/or use the search engine to find the information they are seeking. This is not compatible  
 146 with the way many students are accustomed to using online resources, and it can be time-  
 147 intensive to search through the document. Nonetheless, it is imperative that the online  
 148 college catalog content remain static. Students have “catalog rights,” and the information  
 149 must remain the same for the entire academic year so that students have access to the original  
 150 program information. The recent reorganization of the online catalog, however, has made  
 151 searching easier than before. Another challenge is that the PDF files are not easily viewed by  
 152 blind readers, but the College hired a 508 Compliance Officer to work with the Webmaster to  
 153 address these and other concerns.

154  
 155 **Plan**

156  
 157 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
 158 continue to monitor its progress. The Offices of Academic Affairs and Enrollment Services  
 159 will research the feasibility of moving the catalog to an HTML format to facilitate the way  
 160 students and staff research and interact with it through various platforms, including mobile  
 161 devices.

162

Proposed Activities	Responsible Party	Timeline	Evidence/Outcomes/ Benchmarks for Success
<b>Objective 1:</b> Research the feasibility of moving the catalog to an HTML format.			
1. Identify vendors who could assist with the migration of the catalog to an HTML format.	Enrollment Services and Academic Affairs	2016-2017	1. List of potential vendors identified.
2. Initiate efforts to redesign catalog to an HTML format.	Enrollment Services and Academic Affairs	2017-2018	2. Catalog converted to an HTML format.

163  
 164

165 **IC.2 The institution provides a print or online catalog for students and prospective**  
 166 **students with precise, accurate, and current information on all facts, requirements,**  
 167 **policies, and procedures listed in the “Catalog Requirements”. (ER 20)**

168  
 169 **Evidence of Meeting the Standard**

170  
 171 The College provides a catalog in both print and online format for students and prospective  
 172 students. The catalog is updated annually, with the online catalog mirroring the published

173 hard copy version. The catalog provides precise, current, and accurate information including  
174 the following general information:

- 175 • Name, address, telephone numbers, and website of institution
- 176 • Educational Mission
- 177 • Representation of accredited status
- 178 • Course, program, and degree offerings
- 179 • Academic calendar and program length
- 180 • Academic freedom statement
- 181 • Available student financial aid
- 182 • Available learning resources
- 183 • Names and degrees of faculty
- 184 • Names of Governing Board members

185

186 The catalog also outlines requirements for admission, including the cost of education, such as  
187 student fees and other financial obligations. Likewise, the catalog includes requirements for  
188 degree and certificate attainment, graduation, and transfer. Lastly, the catalog provides an  
189 overview of the major policies affecting students:

- 190 • Academic regulations, such as academic honesty
- 191 • Non-discrimination
- 192 • Acceptance and transfer of credits
- 193 • Transcripts
- 194 • Withdrawal
- 195 • Grievance and complaint procedures
- 196 • Sexual harassment
- 197 • Refund of fees

198

199 With regard to students enrolled in classes delivered at a distance, the catalog is clear that all  
200 policies, procedures, and requirements that apply to on-ground students are also applied to  
201 online students. Specifically, the catalog states:

202

203 *“Through its Office of Distance Education, Santa Monica College offers a selection of*  
204 *classes online over the Internet, which may be accessed from home, office, or other locations*  
205 *by using a computer with a browser and Internet access. Classes offered online are*  
206 *especially convenient for students who, for a variety of reasons, are unable or prefer not to*  
207 *travel to the SMC campus to attend classes. Online classes, like evening classes, are*  
208 *considered an integral part of SMC’s educational program. All SMC policies—including*  
209 *those on admission, probation, and disqualification—apply equally to online students as they*  
210 *do to day or evening students. Online classes cover the same content, award the same credit,*  
211 *and are listed on student transcripts in the same way that on-campus classes are; they differ*  
212 *from on-campus classes only in their delivery method. For details on SMC’s online classes,*  
213 *enrollment procedures, and technical requirements, point your browser to*  
214 *www.smconline.org or see the Schedule of Classes.” – Santa Monica College 2015-2016*  
215 *Catalog, p. 13.*

216

217 A description of the Distance Education program provides additional information regarding  
218 [available learning resources](#).<sup>19</sup>

219  
220 *“Santa Monica College is committed to providing education programs and services to*  
221 *students who are at sites distant from the SMC campus and to students who need to choose*  
222 *alternatives to the fixed schedule, place, program, and structure of traditional classroom-*  
223 *based education. The Santa Monica College Office of Distance Education offers classes for*  
224 *transfer, certificates, and skill building through a virtual campus at SMOnline.org.*  
225 *Enrollment, registration, payment, academic counseling, books, and library resources are*  
226 *also available to students through the website. For course offerings, technology*  
227 *requirements, admission and registration procedures, student services, and other*  
228 *information—as well as a free demo course—please visit the SMC Online website.”*

229  
230 Accuracy of catalog content is ensured through a team effort involving several areas of the  
231 College, including Academic Affairs, Enrollment Services, Counseling, the Articulation  
232 Officer, Special Programs, the Curriculum Committee Chair, and Marketing. Each area is  
233 responsible for verifying the content that falls within its respective purview but also for  
234 cross-checking information with the other functions. For example, the Articulation Officer  
235 records changes to degrees and programs approved by the Curriculum Committee and  
236 updates related documents, including the college catalog. Likewise, Enrollment Services  
237 reviews student-related policies and procedures, while Academic Affairs ensures that degree  
238 requirements and other course related information are accurate. The Marketing Department  
239 manages the editing, formatting, and design layout functions and coordinates the proof-  
240 reading of the final version of the catalog with these other campus groups. The catalog is  
241 issued in a print format and posted online prior to the start of the fall semester, but the  
242 continuous process of validating and cross-checking information allows for the online  
243 version to be updated if errors are found.

244  
245 Much of the information in the catalog is collected in the College’s online course and  
246 enrollment management system, known as ISIS (Integrated School Information System).  
247 ISIS, which is discussed more fully in Standard IIIC, includes the class schedules, course  
248 information, student enrollment information, faculty assignments, class rosters, and other  
249 information and functions. By housing unique pieces of information in a single, central  
250 database, the accuracy of the information is assured as it eliminates the possibility that  
251 conflicting versions might exist.

### 252 Analysis

253  
254  
255 The College provides a catalog, in print and online, for students and prospective students  
256 with precise, accurate, and current information on all facts, requirements, policies, and  
257 procedures listed in the “Catalog Requirements.” With regard to the College’s Distance  
258 Education program, the catalog provides students with an overview of the program and the  
259 services available to support students enrolled in online classes. However, a review of the  
260 catalog noted that it does not provide an overview of the distance learning environment,  
261 including how students interact with faculty and with each other. This information is  
262 addressed in the online orientation and student tutorials, but students who are new to the

263 College and/or online education should have access to this information to make informed  
264 decisions regarding their educational goals.

265  
266 The college catalog is updated annually and is available in hardcopy and online formats.  
267 Multiple parties compile catalog information and work together to present it to the public.  
268 Use of online tools, such as the ISIS portal, facilitates up-to-date accuracy of information.  
269 The catalog includes reliable information regarding course descriptions, degree offerings,  
270 academic regulations, policies, transfer procedures, and existing support services.

271  
272 **Plan**

273  
274 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
275 continue to monitor its progress. The College will strengthen the existing catalog by  
276 expanding the information provided for its Distance Education program as outlined in the  
277 following table.

278

Proposed Activities	Responsible Party	Timeline	Evidence/Outcomes/ Benchmarks for Success
<b>Objective:</b> Enhance the capacity of the existing college catalog to provide precise, accurate, and current information on all facts, requirements, policies and procedures of the College and its instructional and student support programs, including both traditional and online environments.			
Add a description of how faculty and students interact in the online classroom environment.	Dean of Academic Affairs Associate Dean of Distance Education	May 2016	Students will be informed as to what is expected of them and their instructors during faculty/student interactions when they take online classes.

279

280

281 **IC.3 The institution uses documented assessment of student learning and evaluation  
282 of student achievement to communicate matters of academic quality to appropriate  
283 constituencies, including current and prospective students and the public. (ER 19)**

284

285 **Evidence of Meeting the Standard**

286

287 Santa Monica College communicates matters of academic quality to multiple constituents,  
288 including current and prospective students and the public, as well as faculty and staff, by  
289 systematically publishing the results of student learning and achievement assessments  
290 through multiple sources, including the website, the college catalog, the class schedule, and  
291 other communication vehicles.

292

293 The first step in communicating academic quality is to collect and analyze data that assess  
294 student learning and achievement. For the most part, this is the responsibility of the Office of  
295 Institutional Research, working in conjunction with the College's instructional programs,  
296 student services, the Institutional Effectiveness Committee, and administrative units. Data  
297 collected at the student, faculty, program, and institutional levels are available to both  
298 internal and external constituent groups through the [Institutional Research \(IR\) website](#).<sup>20</sup>

299 The IR website houses the Institutional Effectiveness Dashboard, as well as program review  
300 data and self-evaluation reports. Both the Dashboard and the program review reports  
301 document academic quality through student success data, degree and certificate attainment,  
302 student learning outcomes, and Institutional Learning Outcomes. These reports communicate  
303 to the public, the college community, and current and prospective students, how well the  
304 College is doing in terms of meeting its Mission and Goals. The IR website also houses the  
305 [Student Success Scorecard<sup>21</sup> Report](#), which communicates to the college community,  
306 including current and prospective students and the public, how well the College is  
307 performing on state accountability student success metrics that measure academic quality.

308  
309 Once the data are collected, analyzed, and shared by the Office of Institutional Research,  
310 other groups on campus, including the Marketing Department, use this information to inform  
311 the public, including current and prospective students, of the College's academic quality,  
312 disseminating information through a variety of sources including the class schedule and two  
313 online college publications ([SMC In Focus<sup>22</sup>](#) and [SMC in the News<sup>23</sup>](#)).

314  
315 The College's Integrated Student Information System (ISIS) also generates several reports  
316 that communicate matters of academic quality, including student learning and achievement,  
317 to faculty, staff, and students, often focusing on their own individual efforts and activities:

- 318 • [TIMS Report<sup>24</sup>](#) – Instructional programs and their respective faculty can access  
319 information through The Instructional Management System (TIMS) report. The TIMS  
320 report is an electronically generated grade distribution report that is forwarded to  
321 department chairs each semester through the ISIS system.
- 322 • [SLO Results<sup>25</sup>](#) – The Student Learning Outcome (SLO) portal communicates  
323 summarized SLO information to faculty. Departments can then use SLO mastery rates  
324 to inform decisions about how courses are taught and to consider future curriculum  
325 decisions. The lower division courses that are part of the Bachelor of Science degree  
326 program have always been included in the analysis and assessment of student learning  
327 and achievement as well as the dissemination of that information to the public. The  
328 upper division courses in the program will be offered for the first time beginning in Fall  
329 2016. Once these courses are offered, the same information will be collected and  
330 communicated to the current and prospective students as well as the public.
- 331 • [Early Alert<sup>26</sup>](#) – The Early Alert reports allow faculty to contact students who need  
332 additional support and refer them to appropriate student learning and support services.

333  
334 The Office of Institutional Research also works to keep the college community informed  
335 regarding various measures of academic quality. In Spring 2012, Institutional Research  
336 began facilitating [research roundtable discussions<sup>27</sup>](#) that provide an opportunity for the  
337 college community and the public to engage in dialogue around documented research studies  
338 that discuss academic quality, student learning and achievement, and student equity.

339  
340 Documented assessment of student learning is also produced by the Institutional Research  
341 Office, which produces blogs, newsletters, and other data reports to inform the college  
342 community about student success and achievement. The [Research Matters blog<sup>28</sup>](#) and  
343 newsletter regularly communicate relevant student learning and achievement data.

344

345 The College also uses the participatory governance process to disseminate assessment and  
346 evaluation data/information. Data reports on academic quality are discussed in meetings held  
347 by departments, the Academic Senate, and the [District Planning Advisory Council \(DPAC\)](#).<sup>29</sup>  
348 Representatives of these groups are expected to return to their respective constituent groups  
349 and share the [results](#)<sup>30</sup> of the data/research.

350

### 351 Analysis

352

353 Santa Monica College uses documented assessment of student learning and evaluation of  
354 student achievement to communicate the academic quality of the institution to its various  
355 constituent groups. As outlined in Standard IB, the College has developed a comprehensive  
356 process for assessing the effectiveness of the College at the student, program, and  
357 institutional levels. This process is already followed for the lower division courses that  
358 comprise the Bachelor of Science degree program and will be followed when the upper  
359 division courses are offered. This information is then shared with the college community,  
360 including current and prospective students and the public, through an array of forums.  
361 Through these tools and resources, current and prospective students, as well as the general  
362 public, have multiple opportunities to learn more about the academic quality of the College.

363

### 364 Plan

365

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

368

369

370 **IC.4 The institution describes its certificates and degrees in terms of their purpose,  
371 content, course requirements, and expected learning outcomes.**

372

### 373 Evidence of Meeting the Standard

374

375 Santa Monica College provides detailed, clear, up-to-date, and accurate information for all of  
376 its degrees and certificates, including their purpose, content, course requirements and  
377 expected learning outcomes. This information is available through the [college catalog](#)<sup>31</sup> to  
378 current and prospective students, including those enrolled at a distance. This information is  
379 also made available to students through [“Major Articulation Sheets”](#)<sup>32</sup> – Counseling and  
380 Articulation Degree and Certificate Requirements sheets – produced by and available in the  
381 Counseling Department. Additionally, this specific program and course information is  
382 readily accessible to all interested parties through the [CurricUNET system](#).<sup>33</sup>

383

384 CurricUNET is an online tool used by Santa Monica College, as well as other California  
385 community colleges, to facilitate the curriculum development, submission, and approval  
386 process at the local and state level. CurricUNET provides a listing of all of the College’s  
387 courses and their course outlines of record including those taught at a distance and those  
388 comprising the Bachelor of Science degree program in Interaction Design. For each course,  
389 the College has identified specific student learning outcomes that help ensure consistency  
390 across multiple sections of the same course taught by different instructors. All faculty,

391 including those who teach online, are required to develop a course syllabus for each course  
392 section they teach and include the course learning outcomes on that syllabus. They are then  
393 required to provide that syllabus to all students through hard copy paper format, on their  
394 online eCompanion site, or both. To ensure compliance with this requirement, the  
395 department chairs remind all faculty that they need to develop and distribute a course  
396 syllabus to all students, and then they collect and review each syllabus to ensure that faculty  
397 adhere to the course outline of record.  
398

399 The peer evaluation component of the faculty evaluation process provides oversight to ensure  
400 that individual course sections, including online courses, adhere to the course student  
401 learning outcomes and course objectives outlined in the official Course Outline of Record.  
402 For courses that have a large number of sections, such as Chemistry 10, the department chair  
403 designates one faculty member who serves in the “lead” role. This person brings the faculty  
404 teaching that course together to discuss course outcomes, objectives, content, lesson plans,  
405 and other topics to promote consistency across sections. The same process applies to both  
406 online and on-ground courses.  
407

408 The college catalog, “Major Articulation Sheets,” and program websites provide the same  
409 information for each degree and certificate, including a description of the certificate or  
410 degree, the purpose and content of the program, specific course requirements, and an  
411 overview of the transfer and career paths that students will be able to pursue as a result of  
412 earning the degree or certificate. The catalog and the “[Major Articulation Sheets](#)”<sup>34</sup> also  
413 include Program Learning Outcomes for each of the degree and certificate programs. Not all  
414 of the College’s instructional programs yield a degree or certificate, such as Anthropology,  
415 which is a transfer-focused field of study. For programs that do not include a degree or  
416 certificate track, the catalog and other sources of instructional program information outline  
417 what students should take to ensure a successful transfer process.  
418

419 Santa Monica College’s Articulation Officer, who is a member of the Counseling  
420 Department, is responsible for maintaining the accuracy of this information and making  
421 updates as needed. Changes to degree and certificate content are initiated by faculty in the  
422 department and approved by the Curriculum Committee. The Articulation Officer records  
423 these changes as they occur and updates all relevant digital and print documents.  
424

### 425 *Analysis*

426

427 With the introduction of the CurricUNET system, Santa Monica College has access to a more  
428 effective process for providing consistent, clear, and coordinated information regarding  
429 degrees, certificates, and courses. Adding this tool to the College’s already strong  
430 curriculum process has not only made the updating and reporting of courses, programs,  
431 degrees, and certificates easier for all those involved, but it has also provided a centralized  
432 mechanism for conducting the process, reporting changes, and making those changes and  
433 updates, and the information is immediately available to the public through this system.  
434

435 [The Bachelor of Science degree program](#)<sup>35</sup> in Interaction Design was approved via the  
436 College’s standard curriculum approval process. Thus, the course outlines of record are

437 available via the CurricUNET system. In addition, the degree program will appear in the  
438 2016-17 academic catalog and a “Major Articulation Sheet.”

439

440 **Plan**

441

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

444

445

446 **IC.5 The institution regularly reviews institutional policies, procedures, and**  
447 **publications to assure integrity in all representations of its mission, programs, and**  
448 **services.**

449

450 **Evidence of Meeting the Standard**

451

452 Santa Monica College regularly reviews and posts institutional policies, procedures, and  
453 publications to assure integrity in all representations of its Mission, programs, and services.  
454 Policies and procedures includes board policies and administrative regulations (published  
455 online in the [College’s Board Policy Manual](#)<sup>36</sup>), and program operating policies and  
456 procedures, which further define institutional policies for implementation by faculty, staff,  
457 students, and program. Ensuring review and revision of board policies is the responsibility of  
458 the College’s senior administration in consultation with program leaders.

459

460 To facilitate the review and update of the College’s board policies, Santa Monica College  
461 subscribes to the Community College League of California’s (CCLC) Policy and Procedure  
462 Subscription Service. Participation in this service helps maintain the integrity of the  
463 College’s policies and regulations by keeping the College abreast of changes at the state and  
464 federal level that will impact the community college. The CCLC service sends quarterly  
465 updates to all subscribers, outlining changes in legislation, education code, mandates, etc.  
466 that will have a direct impact on board policies and also providing a template for revising  
467 existing policies and procedures. These updates are reviewed by senior staff and deans to  
468 determine if the College has any policies and/or procedures that need to be updated or  
469 revised. The CCLC service also helps to guide and inform the review of the College’s  
470 administrative regulations.

471

472 Santa Monica College’s administrative regulations further define board policies and guide  
473 staff as they implement day-to-day activities. These administrative regulations are also  
474 published online in the “Administrative Regulations” section of the College’s Board Policy  
475 Manual web page and are reviewed and updated on an ongoing basis, through the College’s  
476 participatory governance process that includes the Academic Senate leadership; senior  
477 administration; students; and front line personnel, such as faculty and student services staff.

478

479 Various Academic Senate Joint committees are responsible for reviewing and updating the  
480 policies and regulations relevant to their scope and function. For example, administrative  
481 regulations concerning admissions and enrollment are reviewed/updated by the Joint  
482 Academic Senate Joint Student Affairs Committee, chaired by a faculty member and vice-

483 chaired by an academic administrator, while personnel policies are reviewed by the  
 484 [Academic Senate Joint Personnel Policies Committee](#).<sup>37</sup> Once the committee has revised the  
 485 regulation, it then solicits feedback from senior staff and the Academic Senate Executive  
 486 Committee in preparation for a first and second reading of the revisions before the full  
 487 Academic Senate membership.

488  
 489 The following table outlines the policy review process for each policy section, identifying the  
 490 responsible body and the timeline for the review.

491

<b>Policy Section</b>	<b>Responsible Body</b>	<b>Strategy for Review and Update</b>
1000 – Board Bylaws (BP)	Board Liaison CCLC Service	Quarterly as updates are received from CCLC and reviewed by senior administration
2000 – General District (BP, AR)	Board Liaison CCLC Service	Quarterly as updates are received from CCLC and reviewed by senior administration
3000 – Human Resources (BP, AR)	Academic Senate Joint Personnel Policies Committee	Annual review of all policies and regulations on a rotating basis so that all are reviewed at least once every few years
4000 – Student Services (BP, AR)	Academic Senate Joint Student Affairs Committee	Annual assessment of all administrative regulations and proposed administrative regulations, using such factors as currency, changes in state law or regulations, and new institutional practices/goals/priorities to inform the review process
5000 – Curriculum and Instruction (BP, AR)	Academic Senate Joint Curriculum Committee	Quarterly as updates are received from CCLC and reviewed by senior administration and department leads
6000 – Business Services and Facilities (BP)	DPAC Facilities Committee CCLC Service	Reviewed as specific concerns are raised by committee members or other interested parties

492 Note: BP – Board Policy, AR – Administrative Regulation. The College has not specified administrative  
 493 regulations for all board policies.

494  
 495 Program policies, which put administrative regulations into action, are developed and  
 496 implemented by each individual department and service as appropriate. For example, the  
 497 Financial Aid Office regularly reviews and updates policies and procedures related to  
 498 financial aid based on feedback from students, staff, and other interested policies. Likewise,  
 499 the Office of Student Judicial Affairs maintains policies and procedures for student  
 500 complaints, grievances, and adjudications. As feedback from students, staff, other faculty  
 501 and personnel outside of the area is received, the Office of Student Judicial Affairs  
 502 implements revisions to existing procedures.

503  
 504 Changes to policies and procedures are often communicated to students via email. In  
 505 addition, updates are made in all relevant online forums. The College strives to implement

506 changes to important policies and procedures once a year at the beginning or end of a major  
507 semester so as not to impact students, faculty, and programs mid-term by creating confusion  
508 and inconsistencies.

509  
510 With regard to publications, the Office of Academic Affairs, in conjunction with the  
511 Articulation Officer, the Transfer/Counseling Center, the Enrollment Services Office, and the  
512 Marketing Office, annually updates and publishes the college catalog, which includes general  
513 information about the College, the College's Mission and Goals, academic requirements, and  
514 major policies concerning student academic standing, progress, and graduation. Updates to  
515 the catalog are made annually but modifications are made as needed to the "Major  
516 Articulation Sheets," which document degree and major requirements.

517  
518 **Analysis**

519  
520 The process for reviewing, revising, and updating policies, procedures, and publications is all  
521 inclusive and representative of the college community, which helps to ensure the integrity of  
522 its content and its representation of its Mission, programs, and services. All board policies,  
523 administrative regulations, and program procedures are regularly reviewed and updated  
524 based on feedback from students, faculty, and staff, as well as state and federal changes in  
525 legislation, policies, and mandates. Publications are updated accordingly as changes in  
526 policies and procedures, as well as programs and services, occur.

527  
528 **Plan**

529  
530 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
531 continue to monitor its progress.

532  
533

534 **IC.6 The institution accurately informs current and prospective students regarding**  
535 **the total cost of education, including tuition, fees, and other required expenses,**  
536 **including textbooks, and other instructional materials.**

537  
538 **Evidence of Meeting the Standard**

539  
540 Santa Monica College is proactive in providing students with information about the cost of  
541 attending the College. From the cost of tuition to the cost of supplies, this information is  
542 readily available in various locations and formats.

543  
544 [The college website](#)<sup>38</sup> is the first resource for finding out information about the total cost of  
545 education, including tuition, fees, and other required expenses. To make this information  
546 easily accessible, it is available in various places on the web site and on the college campus:

- 547
- 548 • [Admissions](#)<sup>39</sup> provides a summary of all costs (enrollment fees, the health services  
549 fee, and optional fees, for residents, out-of-state students, and AB540/Dream Act  
students).
  - 550 • [International Education](#)<sup>40</sup> outlines the cost for international students.
  - 551 • [Veterans' Resource Center](#)<sup>41</sup> notes costs covered by the Veterans' Administration.

- 552 • [AB540 Resource Page](#)<sup>42</sup> includes the cost of enrollment, and information for students  
553 to request a Non-Resident Tuition Exemption and a Board of Governors fee waiver.
- 554 • [Financial Aid](#)<sup>43</sup> provides costs based on students living at home or on their own.  
555

556 In addition to providing an overview of the cost of education, the Financial Aid web page  
557 provides an online [net price calculator](#),<sup>44</sup> which prompts students to answer questions that can  
558 help determine the cost of attendance for one year. This federally mandated tool is available  
559 to current and prospective students through [main webpage](#)<sup>45</sup> and the [Admissions Office web](#)  
560 [page](#).<sup>46</sup>  
561

562 The Financial Aid Office also conducts a series of workshops for new and prospective  
563 students both on campus and in the local high schools to explain the financial aid process and  
564 the current cost of education and during VIP Welcome Day (for new students) and to  
565 targeted populations such as Guardian Scholars and Upward Bound students. A Financial  
566 Aid Handbook is distributed at these workshops, which is also distributed by Financial Aid  
567 advisors when they meet with new students for the first time. The handbook is updated as  
568 costs change to ensure students have access to current and accurate information.  
569

570 Students can also get information about their individual costs once they enroll in classes  
571 through the online portal at [Corsair Connect](#),<sup>47</sup> the College’s student self-service management  
572 system. Corsair Connect informs students of the total cost of their education, including any  
573 additional fees that have been applied to their account and, when applicable, whether a  
574 students’ California Board of Governors (BOG) fee waiver has been processed and which  
575 fees the waiver covers.  
576

577 In addition to the website and Corsair Connect, students may obtain fee information in the  
578 college catalog and the schedule of classes, where fees are outlined at the beginning of the  
579 schedule. Some classes will have additional costs for supplies and materials, which are  
580 described in the schedule under specific course listings. All fees charged to students adhere  
581 to the California Community Colleges Education Code, [Title 5 Section 59400 - 59408](#)<sup>48</sup> and  
582 the [California Community Colleges Student Fee Handbook](#).<sup>49</sup>  
583

584 Current and prospective students may access the Santa Monica College Bookstore website to  
585 get additional information about the cost of books and supplies required for each course. As  
586 outlined in the Federal Higher Education Opportunity Act (HEOA) of 2008, Santa Monica  
587 College is required to provide students with the International Standard Book Number  
588 (ISBN), retail price, and/or other information (subject to change) about the required or  
589 recommended textbooks and supplemental materials for each course offered at the College.  
590 Textbook and supplies information is available to students prior to registration to facilitate  
591 student planning. Students can click on the “Get Your Book List” button and see the cost of  
592 textbooks and additional supplies that are needed for each of their courses before actually  
593 enrolling.  
594

595 In addition to these sites, many of the College’s career technical education programs have  
596 additional costs that are explained to students through program materials, one-on-one  
597 advising sessions with counseling staff and program administrators, and through their web

598 pages. An example is Santa Monica College’s Nursing Program, which informs prospective  
599 students through a [brochure](#)<sup>50</sup> distributed during their initial orientation that the expected cost  
600 of supplies, tests, malpractice insurance, etc. is between \$3,000 and \$4,000 for the duration  
601 of the program.

### 602 603 Analysis

604  
605 Santa Monica College provides current and prospective students with accurate information in  
606 multiple places and formats so that they can determine what it may cost to attend Santa  
607 Monica College.

### 608 609 Plan

610  
611 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
612 continue to monitor its progress.

613  
614  
615 **IC.7 In order to assure institutional and academic integrity, the institution uses and**  
616 **publishes governing board policies on academic freedom and responsibility. These**  
617 **policies make clear the institution’s commitment to the free pursuit and dissemination**  
618 **of knowledge, and its support for an atmosphere in which intellectual freedom exists for**  
619 **all constituencies, including faculty and students. (ER 13)**

### 620 621 Evidence of Meeting the Standard

622  
623 [Board Policy \(BP\) 5210](#),<sup>51</sup> the Academic Freedom Statement, provides faculty and staff with  
624 specific guidance on ensuring an atmosphere of intellectual freedom. This policy addresses  
625 the importance of presenting and examining material in an objective manner, free from fear  
626 of reprisal and fostering an environment that supports critical thinking and understanding of  
627 opposing viewpoints. The Academic Freedom Statement is available to all faculty, staff, and  
628 students in the [college catalog](#)<sup>52</sup> and is posted on the [college website](#).<sup>53</sup> The following is an  
629 excerpt from this policy, specifically addressing the right to intellectual freedom:

630  
631 *“The intellectual search for transmission of knowledge should go forward in an atmosphere*  
632 *free from fear of reprisal, while providing opportunities for critical thinking and*  
633 *understanding of conflicting viewpoints. In order that special interests or conflicting public*  
634 *opinion not impede the educational process, instructors and students must be free to*  
635 *investigate, to form conclusions, and to express judgments and opinions.”*

636  
637 Article 5200, Academic Freedom and Responsibilities,<sup>54</sup> of the administrative regulations  
638 (AR) provides more guidance to faculty for facilitating a classroom that encourages academic  
639 freedom and responsibility. Specifically, [AR 5220, Ethics Statement](#), states:

640  
641 *“As teachers and counselors, faculty members encourage the free pursuit of learning in their*  
642 *students. They hold before them the best scholarly and ethical standards of their discipline.*  
643 *Faculty members demonstrate respect for their students as individuals and adhere to their*

644 *proper roles as intellectual guides and counselors. Faculty should be cognizant of their*  
645 *language and contribute to maintaining an atmosphere of mutual respect in the classroom.*  
646 *They attempt to motivate and guide all their students to achieve their full academic*  
647 *potential...As citizens engaged in a profession that depends upon freedom for its health and*  
648 *integrity, faculty members have a particular obligation to promote conditions of free inquiry*  
649 *and to further public understanding of academic freedom.”*

650  
651 Administrative Regulation 5220, Ethics Statement, states that faculty should also feel safe in  
652 their ability to pursue their intellectual interests:

653  
654 *“As members of an academic institution, faculty members seek above all to be effective*  
655 *teachers, advisers, and scholars. Although faculty members observe the stated regulations of*  
656 *the institution, provided the regulations do not contravene academic freedom, they maintain*  
657 *their right to criticize and seek revision.”*

658 While none of these statements address distance education specifically, these statements are  
659 relevant for all faculty teaching at Santa Monica College and for all courses offered by the  
660 College. Santa Monica College views distance education as a delivery method that helps to  
661 ensure access for students who may be time- or place-bound. As noted on Santa Monica  
662 College’s Virtual Campus, SMCOonline, distance education at Santa Monica College “is  
663 designed for students interested in pursuing their education over the Internet. SMCOonline  
664 has proven to be an excellent option for students who, due to time and location constraints,  
665 may not otherwise be able to attend courses.” Online courses serve as an alternative to on-  
666 ground courses, but they mirror their on-ground counterparts; follow the same course  
667 outlines of record; are taught by many of the same faculty; and adhere to the same policies,  
668 procedures, and guidelines that they follow in their on-ground classes, including those related  
669 to academic freedom and responsibility.

670 In addition, Santa Monica College’s Academic Senate has a Professional Ethics and  
671 Responsibilities Committee that publicizes and supports the [Academic Senate’s Statement on](#)  
672 [Professional Ethics](#).<sup>55</sup> This statement addresses academic freedom in multiple places by  
673 stating that faculty will do the following:

- 674
- 675 • Protect students’ academic freedom and encourage tolerance and open-mindedness in  
676 the pursuit of learning, while modeling and fostering honest academic conduct;
  - 677 • Encourage and respectfully support our colleagues in all aspects of academic life; and
  - 678 • Respect and defend the free inquiry of associates.

679 The committee has a [website](#)<sup>56</sup> with resources available to faculty, including the Statement on  
680 Professional Ethics, sample syllabi, and links to best practices. The committee also publishes  
681 an internal blog, known as “The Ethical Professor,” which works to raise faculty awareness  
682 and understanding of academic freedom and responsibility. This blog is sent via email to  
683 faculty and archived on the committee’s website. Sample topics include [“Balancing Fairness](#)  
684 [and Freedom”](#)<sup>57</sup> and [“Sensitivity to Student Perceptions in Political Discussions”](#).<sup>58</sup> In  
685 addition to this resource, the committee offers best practices for both on-ground and online  
686 courses.

687

688 **Analysis**

689

690 Santa Monica College has adopted clear policies and regulations supporting academic  
691 freedom and responsibility in alignment with the Mission of the College and its Institutional  
692 Learning Outcomes. These policies affirm the College’s commitment to the free exchange of  
693 knowledge and ideas for faculty and students. The policies are well-publicized to all college  
694 constituencies. Board Policy 5210 was last reviewed and adopted in 2000. Given the  
695 advances in technology, especially with regard to the internet and social media, a review of  
696 the policy in the lens of current technologies used in education would be beneficial.

697

698 **Plan**

699

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

702

Proposed Activities	Responsible Parties	Timeline	Evidence/Outcomes/ Benchmarks for Success
Objective 1: Update, as needed, Board Policy 5210, to ensure current technology practices are aligned with the College’s academic freedom and responsibility policy.			
1) Review board policy. 2) Develop new or revise policy language as needed. 3) Submit revised board policy to DPAC for review.	Academic Senate Joint Professional Ethics and Responsibilities Committee	2016-2017	1) Board policy is congruent with current technological practices.

703

704

705 **IC.8 The institution establishes and publishes clear policies and procedures that**  
706 **promote honesty, responsibility and academic integrity. These policies apply to all**  
707 **constituencies and include specifics relative to each, including student behavior,**  
708 **academic honesty and the consequences for dishonesty.**

709

710 **Evidence of Meeting the Standard**

711

712 Santa Monica College establishes and publishes comprehensive policies and procedures,  
713 including an [Academic Honor Code](#),<sup>59</sup> which articulate the College’s expectations of  
714 honesty, responsibility, and academic integrity among all constituencies. Various governing  
715 bodies, such as the Board of Trustees, the Academic Senate Student Affairs Committee, the  
716 Academic Senate Professional Ethics and Responsibility Committee, the Honor Council, and  
717 the Management Association, are responsible for establishing and publishing policies and  
718 procedures for their specific constituent groups.

719

720 The College’s Board of Trustees establishes board policies and board bylaws, which are  
721 published in the Board Policy Manual. Various board policies articulate the promotion of  
722 honesty, responsibility, and academic integrity among students, staff, faculty, board  
723 members, and the institution as a whole. Many board policies are supported by more detailed

724 administrative regulations and operating procedures. The following table outlines the related  
 725 board policies and bylaws and corresponding administrative regulations.  
 726

<b>Board Policy</b>	<b>Related Administrative Regulation</b>
<u>Board Bylaws</u> BP 1210, Powers and Responsibilities BP 1220, Board of Trustees Policies BP 1230, Code of Ethics BP 1240, Limits of Authority BP 1250, Conflict of Interest	No related administrative regulations
<u>General District</u> BP 2115, Institutional Accountability BP 2160, Conflict of Interest Code BP 3125, Anti-Nepotism	AR 2141, Conflict of Interest Code
<u>Student Services</u> BP 4420, Student Conduct	AR 4410, Rules for Student Conduct AR 4411, Code of Academic Conduct AR 4412, Honor Code/Honor Council
<u>Curriculum and Instruction</u> BP 5210, Academic Freedom Statement	AR 5220, Ethics Statement
<u>Business/Facilities</u> BP 6116, Reporting Fraud, Waste or Abuse	No related administrative regulations

727  
 728 **Students**

729  
 730 With regard to Board Policy 4420, Student Conduct, several groups work collaboratively to  
 731 ensure that students are aware of and uphold the values of Santa Monica College. [The](#)  
 732 [Academic Senate Joint Student Affairs Committee](#)<sup>60</sup> evaluates and updates all administrative  
 733 regulations concerning student affairs, including student and academic integrity. These  
 734 related policies can be found in Administrative Regulations (AR), Section 4000 – Student  
 735 Services, Article 4400: Student Conduct, Activities, and Programs. Specific policies and  
 736 procedures are located in ARs 4410, 4411, 4412 which are published in their entirety in the  
 737 *Board Policy Manual* and posted on the college website. These policies and procedures are  
 738 also summarized in numerous college publications and are fully described in the evidence.  
 739

740 Below is a summary of the [Administrative Regulations](#)<sup>61</sup> 4410, 4411, and 4412:

- 741 1. Administrative Regulation 4410: Rules of Student Conduct: This regulation lists  
 742 categories of student misconduct that are subject to disciplinary action.  
 743 Information regarding disciplinary procedures, disciplinary sanctions, student  
 744 hearings, and appeal rights are clearly stated.
- 745 2. Administrative Regulation 4411: Code of Academic Conduct: This regulation  
 746 articulates the responsibility of both faculty and students. It also defines  
 747 “Academic Dishonesty” and gives various examples of academic misconduct.  
 748 The consequences for violating academic conduct are clearly described in this  
 749 AR, as well as the student appeal procedures.

- 750 3. Administrative Regulation 4412: Honor Code/ Honor Council: The Honor Code  
751 consists of four principles – Honesty, Integrity, Social Responsibility, and  
752 Respect and Civility. All students are expected to uphold the Honor Code. The  
753 “Student Honor Statement” reads as follows:

754 *“In the pursuit of the high ideals and rigorous standards of academic life, I*  
755 *commit myself to respect and uphold the Santa Monica College Honor Code,*  
756 *Code of Academic Conduct, and Student Conduct Code. I will conduct myself*  
757 *honorably as a responsible member of the SMC community in all endeavors I*  
758 *pursue.”*

759  
760 Administrative regulations are posted and/or published in full or in summary in the following  
761 locations or publications:

- 762 • All Classrooms and Departments: Administrative Regulations 4410 (Rules of  
763 Student Conduct) and 4411 (Code of Academic Conduct) are posted in all  
764 classrooms and in various departments.
- 765 • College Catalogs and Class Schedules:<sup>62</sup> These publications contain specific  
766 information related to college conduct, student responsibility, and disciplinary  
767 procedures, including hearings and appeals procedures and student privacy rights.
- 768 • Student Handbook/Planner:<sup>63</sup> The planner is distributed to approximately 11,000  
769 new students each year. It includes the Academic Integrity Statement and  
770 summarizes the College’s Academic Code of Conduct.
- 771 • New Student Orientations:<sup>64</sup> These orientations include material about the values  
772 and expectations of the College. The Honor Code and the Academic Integrity  
773 Statement are found in Section 5 (Values and Expectations) of the orientation.
- 774 • Student Application and Registration Process: During the online application and  
775 course enrollment process, all students are required to read and agree to uphold  
776 the Academic Integrity Statement regarding the College’s Honor Code.
- 777 • Ombuds Office: The Ombudsperson helps mediate problems between students  
778 and faculty. Part of the ombudsperson’s role is to clarify and explain college  
779 policies, procedures, and the grade appeal process. Administrative Regulations  
780 4410, 4411, and 4412 are posted in the Ombuds office.
- 781 • Office of Student Judicial Affairs: The mission of the office of Student Judicial  
782 Affairs is to work collaboratively with the college community to uphold the Rules  
783 of Student Conduct, the Code of Academic Conduct, and the Honor Code/Honor  
784 Council, which can be found in the Office of Student Judicial Affairs and on its  
785 website, in order to promote a safe learning environment for students, staff, and  
786 faculty.

787  
788 In addition to posting information regarding student conduct in the above mentioned  
789 locations, new students receive information directly from several groups on campus. The  
790 Santa Monica College Honor Council is responsible for promoting integrity and civility, as  
791 well as addressing and resolving issues pertaining to academic integrity. The Student Affairs  
792 Joint Committee established the College’s Honor Code, and the Honor Council’s primary  
793 mission is to uphold the *“fundamental values of honesty, trust, fairness, respect,*  
794 *responsibility, civility, and community.”*

796 The Office of Student Judicial Affairs has a set of disciplinary sanctions that may be imposed  
797 when students violate the Rules of Student Conduct, the Code of Academic Dishonesty, or  
798 the Honor Code. These include removal from programs/facilities and/or extracurricular  
799 activities, temporary removal from a class, written reprimand, disciplinary probation,  
800 suspension, or expulsion.

801

## 802 **Academic Integrity Related to Distance Education/Student Verification**

803

804 As use of technology has increased as both an instructional and student support tool, so has  
805 the need to not only remind students and faculty of their commitment to academic honesty  
806 but to develop processes and mechanisms that work to ensure the integrity of the teaching  
807 and learning environment at Santa Monica College. This is essential for the College's  
808 Distance Education program, and also for on-ground services, specifically the assessment  
809 process.

810

811 The Assessment Center is where students go to assess their skill level in math, English, ESL,  
812 and chemistry. Notices regarding academic integrity and conduct are posted in numerous  
813 locations within the Center, outside the Center, and on the [website](#).<sup>65</sup> The notice states:

814

### 815 *Academic Integrity & Conduct Notice:*

816 *"Santa Monica College is committed to the academic, social, and ethical development of our*  
817 *students. We strive to create a learning environment that is challenging and supportive of*  
818 *the community at-large. We are committed to upholding fundamental values of honesty,*  
819 *trust, fairness, respect, responsibility, civility, and community." --SMC Honor Code (Mission*  
820 *Statement) AR4412.*

821

822 Prior to beginning the assessment process, students are reminded of the Academic Integrity  
823 Statement that they signed and agreed to at registration. This statement is also posted in the  
824 assessment center and on the center's [website](#).<sup>66</sup> There are also postings that inform students  
825 that anyone observed cheating will be referred to the Office of Student Judicial Affairs.

826

827 With regard to its Distance Education program, Santa Monica College, with leadership from  
828 its faculty, has identified academic integrity as one of its top priorities for the online  
829 classroom and has pursued technological solutions, as well as pedagogical solutions, to  
830 ensure the integrity of the teaching and learning environment. To address technological  
831 concerns, the College's Distance Education Office has worked closely with the Academic  
832 Senate Distance Education Committee and the Information Technology Department to  
833 develop standard processes and protocols for use by all online classes. Specifically, the  
834 College verifies the identities of students in its online courses through a single sign-on  
835 process, which has integrated the College's data system with its course management system,  
836 eCollege. Passwords are secure and not accessible or viewable by any District or course  
837 management personnel.

838

839 On the pedagogical side, the Distance Education Office provides faculty with multiple  
840 options to help them mitigate cheating, including the following:

841

- A fully integrated plagiarism detection software program (TurnItIn);

- 842
- The ability for faculty to easily import massive publisher test banks via Respondus
- 843 Test Bank software; and
- A fully integrated browser lockdown software exam product called ExamGuard,
- 844 which blocks students from easily surfing the web and printing out exam content.
- 845
- 846

847 The Distance Education Department also supports faculty with training on best practices in  
848 online pedagogy to help mitigate academic dishonesty. Training is provided through face-to-  
849 face campus trainings, as well as through online webinars.

850

## 851 **Faculty**

852

853 While it is essential that students uphold the values of the College, it is equally important that  
854 the faculty act honestly and with integrity. This is clearly articulated in Administrative  
855 Regulation 5220, Ethics Statement; which expands upon Board Policy 1230, Code of Ethics;  
856 and Board Policy 5210, Academic Freedom, and states:

857

858 *“They [faculty] accept the obligation to exercise critical self-discipline and judgment in*  
859 *using, extending, and transmitting knowledge. They practice intellectual honesty. Although*  
860 *faculty members may follow subsidiary interests, these interests must never seriously*  
861 *compromise the integrity of their academic mission.”*

862

863 In 2007, the Academic Senate Student Affairs Committee created a template for a “model  
864 course syllabus” and encouraged all faculty members to use or refer to it. [The model](#)  
865 [syllabus](#)<sup>67</sup> includes recommended language for classroom decorum, exam policy, and honor  
866 code/academic conduct. In 2014, the Academic Senate Professional Ethics and  
867 Responsibility Committee expanded the Model Syllabus and created a Model Syllabus  
868 “menu,” which provides additional recommendations. This [menu](#)<sup>68</sup> can be found on the  
869 [Academic Senate website](#).<sup>69</sup>

870

871 The Human Resources Office also provides support and guidance for faculty through the  
872 [Faculty Handbook](#).<sup>70</sup> Topics of academic integrity, ethical behavior, and the democratic  
873 process are highlighted in the faculty handbook, which is distributed to all new faculty. This  
874 handbook can be found on the Human Resources website, and hard copies are also available.

875

876 Faculty violations of the Code of Ethics, Statement of Professional Ethics, or the Academic  
877 Senate Credo are addressed through the peer evaluation process. In addition, depending on  
878 the nature and degree of the violation, they are also dealt with through Human Resources  
879 and/or Academic Affairs.

880

## 881 **Administrative and Support Staff**

882

883 The College’s non-teaching staff are equally committed to honesty, responsibility, and  
884 academic integrity as they not only interact with students and their parents, but with business,  
885 industry, vendors, donors, and other community partners. To help guide this commitment,  
886 the College has established a district wide [Code of Ethics](#), published in Board Policy 2405,<sup>71</sup>  
887 which states:

888  
889 *“The Code of Ethics applies to all members of the Santa Monica College community. The*  
890 *college is committed to upholding the following ethical standards in carrying out its mission,*  
891 *vision, values and goals:*

- 892 • *Fairness – Members of the college community will treat others fairly.*
- 893 • *Responsibility – Members of the college community will be responsible stewards of*  
894 *the public trust by ensuring the proper use of public position, public resources, and*  
895 *college time, and by abiding by all laws and college policies.*
- 896 • *Integrity – Members of the college community will be guided in all their activities by*  
897 *a high regard for the truth and committed to making decisions in the best interests of*  
898 *the college.*
- 899 • *Civility – Members of the college community will show concern for others and their*  
900 *ideas and will create an environment of trust, care, and respect that is sensitive to the*  
901 *individuality and ideas of others.”*

902  
903 In addition to following the Code of Ethics, the College’s management team, including all  
904 academic and classified managerial personnel, developed and approved a [Code of](#)  
905 [Professional Ethics for Managers](#)<sup>72</sup> through the Santa Monica College Management  
906 Association. This code documents the commitment of the Management Association and its  
907 members to student success, the advancement of knowledge, support of colleagues, and  
908 dedication to the principles of honesty and equity.

909  
910 While California State Employees Association – Chapter 36, the classified staff bargaining  
911 union, has not developed a similar ethics statement, the classified staff members also act in  
912 accordance with Board Policy 2405.

913  
914 Human Resources assists supervisors in dealing with progressive discipline, as is outlined in  
915 [Article 13](#) of the collective bargaining agreement: *“Following the issuance of a Written*  
916 *Reprimand, the supervisor shall meet with the employee and with input from the employee*  
917 *develop a written Performance Improvement Plan...[which] shall be forwarded to the Office*  
918 *of Human Resources and attached to the Written Reprimand.”*<sup>73</sup>

## 919 **Analysis**

920  
921  
922 Honesty, responsibility, and academic integrity are core values of Santa Monica College, and  
923 the Board of Trustees, the Honor Council, faculty, staff, students, and administrators are all  
924 committed to promoting, upholding, and clearly publicizing these values.

925  
926 The College establishes and publishes clear policies and procedures that promote honesty,  
927 responsibility, and academic integrity for all constituent groups and communicates to  
928 students the consequences for violating the Rules of Student Conduct and the Code of  
929 Academic Integrity. These policies and procedures are published in the *Board Policy*  
930 *Manual*, the college catalog, class schedules (distributed every semester), and the Student  
931 Handbook/Planner. In addition, this information is shared with students during the required  
932 online student orientations, included in all course syllabi, and posted on classroom walls.  
933 Many of the College’s programs and services, including the Enrollment Services, have

934 provided this information on their websites. Lastly, all enrolled students must read and sign  
935 an agreement to the [Academic Integrity Statement](#) each semester.<sup>74</sup>

936

937 **Plan**

938

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

941

942

943 **IC.9 Faculty distinguish between personal conviction and professionally accepted**  
944 **views in a discipline. They present data and information fairly and objectively.**

945

946 **Evidence of Meeting the Standard**

947

948 The Mission of Santa Monica College is to provide a safe and inclusive learning environment  
949 that encourages personal and intellectual exploration while challenging and supporting  
950 students to achieve their educational goals. To accomplish this Mission, the College  
951 facilitates a teaching and learning environment that allows for the intellectual search for  
952 transmission of knowledge *“in an atmosphere free from fear of reprisal, while providing*  
953 *opportunities for critical thinking and understanding of conflicting viewpoints. In order that*  
954 *special interests or conflicting public opinion not impede the educational process, instructors*  
955 *and students must be free to investigate, to form conclusions, and to express judgments and*  
956 *opinions”* (Board Policy 5210).

957

958 To achieve this environment, the policy further states:

959

960 *“Faculty members must strive for factual accuracy and show restraint in dealing with topics*  
961 *outside their area of expertise. While showing respect for the opinions of others, the*  
962 *instructor should, after impartial examination of the evidence, present the conclusions to*  
963 *which the evidence points. Selective omission of available data would not be in keeping with*  
964 *academic responsibility. Promotion of a partisan point of view to a captive audience would*  
965 *be equally unsuitable.”*

966

967 Administrative Regulation 5220, Ethics Statement, provides further clarification for faculty  
968 as they facilitate an objective and fair classroom environment, distinguishing between  
969 personal conviction and professionally accepted views. According to AR 5220:

970

971 *“As members of their community, faculty members have the rights and obligations of other*  
972 *citizens. Faculty members measure the urgency of these obligations in light of their*  
973 *responsibilities to their subject, to their students, to their profession, and to their institution.*  
974 *When they speak or act as private persons they avoid creating the impression of speaking or*  
975 *acting for their college. As citizens engaged in a profession that depends upon freedom for*  
976 *its health and integrity, faculty members have a particular obligation to promote conditions*  
977 *of free inquiry and to further public understanding of academic freedom.”*

978

979 The existence of board policies and administrative regulations is an important first step in  
980 ensuring that faculty distinguish between personal conviction and professionally accepted  
981 views and present data and information fairly and objectively.

982  
983 In addition, the Academic Senate has adopted a [Statement on Professional Ethics](#),<sup>75</sup> posted in  
984 all classrooms and on the Academic Senate website. Specifically, faculty are expected to  
985 “carry out [their] professional duties honestly, fairly, and reflectively while showing respect  
986 for all persons.” In addition, as scholars, they are expected to seek knowledge and skills in  
987 order to maintain currency in and uphold the standards of their respective disciplines.  
988 However, as members of the community, it is understood that they have the same rights and  
989 obligations of other citizens to formulate and express opinions, but according to the  
990 Statement on Professional Ethics, they are to measure the urgency of these obligations in the  
991 light of their responsibilities to students, the institution, the field, and the profession. This  
992 expectation exists both in and out of the classroom, as they represent the College and act as  
993 private citizens.

994  
995 With the increased focus on student equity and creating culturally competent classrooms, the  
996 Professional Development Committee and the Center for Teaching Excellence have  
997 organized several [professional development activities](#)<sup>76</sup> to help faculty facilitate a safe,  
998 inclusive, and [equitable classroom](#).<sup>77</sup> Some of the workshops that focused on creating a safe  
999 and inclusive space for all students include “SafeZone” training for faculty and staff who are  
1000 interested in creating safe zones for Lesbian, Gay, Bisexual, Transgender, and Queer  
1001 students; workshops on addressing the needs of students with disabilities; and increasing  
1002 participation of traditionally underrepresented students in science, mathematics, engineering,  
1003 and technology (STEM) postgraduate degree programs.

1004  
1005 In addition to providing professional development opportunities, the College also uses  
1006 student evaluations and the peer evaluation process to ensure that faculty teach their classes  
1007 in an objective manner. For example, in the “[Instructor Evaluation Form](#),”<sup>78</sup> the students rate  
1008 their professors based on the extent to which they feel that the instructor promotes critical  
1009 thinking by “*encourag[ing] questioning, discussion, and independent thinking.*”  
1010 Furthermore, in the “[Faculty Observation Form](#),”<sup>79</sup> some of the factors that go into evaluating  
1011 a peer include the following list of expected behaviors:

- 1012 • “Establishes a student-instructor relationship conducive to learning”
- 1013 • “Teaches course content that is consistent with the official course outline of record”
- 1014 • “Uses materials pertinent to the course”
- 1015 • “Employs appropriate pedagogy”
- 1016 • “Communicates ideas clearly and effectively”

1017  
1018 Students or other members of the college community who believe that an instructor is not in  
1019 compliance with the Statement of Academic Freedom are encouraged to bring formal  
1020 grievances to the Campus Ombudspersons. The Ombuds Office maintains confidentiality,  
1021 but may, with the student’s permission, speak to the professor or direct the student to other  
1022 resources as appropriate. As stated in the Ombuds Association guidelines, the Ombuds  
1023 Office does not serve as a venue for official notice to the institution; more serious and/or  
1024 formal complaints are handled by the College’s Human Resources Department.

1025

1026 **Analysis**

1027

1028 The Santa Monica College faculty understand that a high quality learning environment is  
1029 both objective and fair, allowing students and faculty to examine controversial issues in an  
1030 objective manner without fear of reprisal. As such, they are active participants in ensuring  
1031 that all members of the faculty have the skills, knowledge, and resources to facilitate a fair  
1032 and objective teaching and learning environment. Whether they are working with the  
1033 College's administration on the development, review, and revision of institutional policies  
1034 and regulations; organizing professional development activities; or participating in the peer  
1035 review/evaluation process, the College's faculty are committed to maintaining a classroom  
1036 environment built on impartiality.

1037

1038 **Plan**

1039

1040 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
1041 continue to monitor its progress.

1042

1043

1044 **IC.10 Institutions that require conformity to specific codes of conduct of staff,  
1045 faculty, administrators, or students, or that seek to instill specific beliefs or world views,  
1046 give clear prior notice of such policies, including statements in the catalog and/or  
1047 appropriate faculty and student handbooks.**

1048

1049 **Evidence of Meeting the Standard**

1050

1051 While Santa Monica College requires students to conform to specific codes of conduct,  
1052 which are outlined in the Academic Honor Code, the College does not have codes of conduct  
1053 requiring conformity to specific personal beliefs.

1054

1055 The College does have stated values and seeks to instill specific beliefs and world views as  
1056 outlined in its Vision, Mission, Supporting Goals, and Institutional Learning Outcomes. First  
1057 and foremost, Santa Monica College's Vision clearly articulates the College's core values:

- Knowledge
- Intellectual Inquiry
- Research-based Planning and Evaluation
- Academic Integrity
- Ethical Behavior
- Democratic Processes
- Communication and Collegiality
- Global Awareness
- Sustainability

1058

1059 These values are further delineated in this excerpt of the College's Mission statement:

1060

1061 *“Santa Monica College provides a safe and inclusive learning environment that encourages  
1062 personal and intellectual exploration, and challenges and supports students in achieving  
1063 their educational goals. Students learn to contribute to the global community as they  
1064 develop an understanding of their relationship to diverse social, cultural, political,*

1065 *economic, technological, and natural environments. The College recognizes the critical*  
1066 *importance of each individual's contribution to the achievement of this mission."*

1067  
1068 Likewise, two of these values are identified as [Institutional Learning Outcomes](#)<sup>80</sup>, with the  
1069 expectation that students who complete their studies at Santa Monica College will achieve,  
1070 acquire, and/or build the following skills:

- 1071 • Commitment to [Global Citizenship](#):<sup>81</sup> Students respect the inter-relatedness of the  
1072 [global environment](#), engage with diverse peoples, and acknowledge the significance  
1073 of their daily actions relative to broader issues and events.<sup>82</sup>
- 1074 • Commitment to a [Sustainable and Ethical Lifestyle](#): Students will take responsibility  
1075 for their own impact on the earth by living a sustainable and ethical life style.<sup>83</sup>

1076  
1077 Various college governing bodies are responsible for establishing, reviewing, and revising  
1078 policies and regulations that further define these values and provide direction for students,  
1079 faculty, staff, and administrators as they carry out the Mission of the College. These primary  
1080 bodies include the Board of Trustees, the Academic Senate Student Affairs Committee, the  
1081 Academic Senate Professional Ethics and Responsibility Committee, the Honor Council, the  
1082 Academic Senate Global Council, and the Management Association.

1083  
1084 These policies and regulations are shared with the college community in many ways,  
1085 including published documents, such as the *Board Policy Manual*, Faculty and Student  
1086 Handbooks, the college catalog, the schedule of classes, and faculty course syllabi. Many of  
1087 these publications are available in hard copy format, as well as on the website. Information  
1088 regarding the core values of the College, as expressed through policy and regulation, is also  
1089 shared during new student orientation, new faculty and staff orientation, and course  
1090 registration. The College's core values are often reiterated during college events, such as  
1091 Institutional Flex Day.

1092  
1093 While many of these values have been thoroughly discussed elsewhere, there are two,  
1094 including global awareness and sustainability, that have not been addressed and are worthy of  
1095 further explanation, as they have a direct impact on student achievement and outcomes.

### 1096 **Analysis**

1097  
1098  
1099 Santa Monica College's Vision, Mission, and Goals statements clearly define and articulate  
1100 core values and beliefs, which include, but are not limited to, academic integrity, ethical  
1101 behavior, global awareness, and sustainability.

1102  
1103 The Board of Trustees, Academic Senate Professional Ethics and Responsibilities  
1104 Committee, Honor Council, Academic Senate Student Affairs Committee, Global Council,  
1105 Environmental Affairs Committee, and Management Association have established policies  
1106 and/or guidelines that seek to instill and promote specific college beliefs. All constituencies  
1107 are given notice of such policies through the following: The College Vision, Mission, and  
1108 Goals statements; the *Board of Trustees Manual*; the college catalog; the Schedule of  
1109 Classes; Student and Faculty Handbooks; college websites (including college organization

1110 websites); the Santa Monica College Facebook page; and new student and faculty/staff  
1111 orientations.

1112

1113 **Plan**

1114

1115 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
1116 continue to monitor its progress.

1117

1118

1119 **IC.11 Institutions operating in foreign locations operate in conformity with the**  
1120 **Standards and applicable Commission policies for all students. Institutions must have**  
1121 **authorization from the Commission to operate in a foreign location.**

1122

1123 Santa Monica College does not operate in foreign locations; this standard is not applicable.

1124

1125

1126 **IC.12 The institution agrees to comply with Eligibility Requirements, Accreditation**  
1127 **Standards, Commission policies, guidelines, and requirements for public disclosure,**  
1128 **institutional reporting, team visits, and prior approval of substantive changes. When**  
1129 **directed to act by the Commission, the institution responds to meet requirements within**  
1130 **a time period set by the Commission. It discloses information required by the**  
1131 **Commission to carry out its accrediting responsibilities. (ER 21)**

1132

1133 **Evidence of Meeting the Standard**

1134

1135 Santa Monica College agrees to comply with the standards, policies, guidelines, and public  
1136 disclosure requirements of the Accrediting Commission and is committed to maintaining this  
1137 compliance in the future. This is best evidenced by the more than 60 years of timely  
1138 submission of accreditation self-studies, responsiveness to accreditation concerns and  
1139 recommendations, and positive accreditation review.

1140

1141 For example, during the last cycle, the College submitted the requested [Accreditation](#)  
1142 [Follow-Up Report](#)<sup>84</sup> in October 2010 in compliance with the timeline established by the  
1143 [Accrediting Commission](#).<sup>85</sup> In March 2013, the institution provided further updates during  
1144 its regularly scheduled [Accreditation Midterm Report](#).<sup>86</sup> Both reports document the  
1145 institution's commitment to comply with Eligibility Requirements; Accreditation Standards;  
1146 and Commission policies, guidelines, and requirements, and to act when directed by the  
1147 Commission within the time period set by the Commission. The College has also maintained  
1148 compliance with Commission policies and guidelines through the submission of substantive  
1149 change proposals addressing distance education on August 17, 2009 and the offering of a  
1150 bachelor's degree on September 28, 2015.

1151

1152 As the institution approaches its next accreditation review, the College remains fully  
1153 committed to comply with the standards, policies, guidelines, and public disclosure  
1154 requirements of the Accrediting Commission. In the preparation for its 2016 Accreditation  
1155 Self Evaluation, Santa Monica College engaged in a two-year process that encouraged

1156 participation by members from across the college community. Consequently, the self-study  
1157 reflects the broad diversity of the College, drawing input from faculty, administrators, staff,  
1158 Board of Trustees, and students. The College's Accreditation Steering Committee and its  
1159 subsidiary standard subcommittees met regularly throughout this period in an effort to depict  
1160 the institution accurately. Training and other forms of professional development were  
1161 provided to committee members throughout the process in an effort to ensure broad  
1162 understanding of the Eligibility Requirements, Accreditation Standards, and Commission  
1163 policies, guidelines, and requirements. This understanding will help generate a college wide  
1164 commitment to compliance.

1165  
1166 Lastly, with regard to the disclosure of information as required by the Commission, many  
1167 groups on campus work together to prepare internal and external publications and other  
1168 informational materials that communicate to the public information required by the  
1169 Commission to carry out its accrediting responsibilities, including matters of educational  
1170 quality and institutional effectiveness. These groups include the following:

- 1171 • Office of Government Relations and Institutional Communications (which includes  
1172 the Marketing Department, the Public Information Officer, and the Webmaster)
- 1173 • Enrollment Services (which includes Outreach, Admissions, and Institutional  
1174 Effectiveness)
- 1175 • Division of Academic Affairs, of which the Vice President for Academic Affairs is  
1176 the College's Accreditation Liaison Officer

1177  
1178 Through these offices, the College utilizes a number of strategies, including multiple direct  
1179 mail publications and brochures, such as the college catalog and semester class schedules,  
1180 press releases, community forums, and personal engagement with the community. The  
1181 College's website also serves as a tool to share information with the college community and  
1182 the public. Finally, the College's Office of Government Relations and Institutional  
1183 Communications coordinates the verification and editorial review of information provided to  
1184 the public in the college course catalogs, schedules of classes, and events publications, thus  
1185 ensuring accuracy.

### 1186 *Analysis*

1187  
1188  
1189 Santa Monica College has a long-standing record of compliance with the Accrediting  
1190 Commission. The College's Follow-Up Report (October 2010) and Midterm Report (March  
1191 2013) clearly demonstrate that the recommendations made during the last accreditation  
1192 review are integrated into the College's institutional planning and evaluation activities. The  
1193 College is proud of the progress it has made in complying with these recommendations and  
1194 continues to make progress toward meeting the criteria as defined by the rubrics of the  
1195 Accreditation Commission. The submission of substantive change proposals also document  
1196 the College's efforts to keep the Accrediting Commission informed of its actions and  
1197 direction.

1198

1199 **Plan**

1200

1201 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
1202 continue to monitor its progress.

1203

1204

1205 **IC.13 The institution advocates and demonstrates honesty and integrity in its**  
1206 **relationships with external agencies, including compliance with regulations and**  
1207 **statutes. It describes itself in consistent terms to all of its accrediting agencies and**  
1208 **communicates any changes in its accredited status to the Commission, students, and the**  
1209 **public. (ER 21)**

1210

1211 **Evidence of Meeting the Standard**

1212

1213 As noted in Santa Monica College's Vision Statement, academic integrity is one of the  
1214 institution's core values, and as such, it is at the heart of the College's mission, practices, and  
1215 outcomes, as well as its relationships with external agencies, including the ACCJC. The  
1216 College takes seriously its responsibilities to its accrediting agencies and other external  
1217 partners and works diligently to remain in compliance with all relevant regulations and  
1218 statutes. This commitment to honesty and integrity is demonstrated at all levels of the  
1219 institution, as well as programmatically, and among faculty and staff.

1220

1221 **Relationship with Accrediting Agencies and State Governing Bodies**

1222

1223 In addition to the ACCJC, Santa Monica College is under the authority of two other  
1224 accrediting bodies, including the Accreditation Commission for Education in Nursing  
1225 (ACEN, formerly known as the National League for Nursing Accrediting Commission) and  
1226 the Commission on Accreditation for Respiratory Therapy (CoARC, accredited as a  
1227 consortium with East Los Angeles College). There are several state approval bodies guiding  
1228 the College's instructional programs, including the California Bureau for Registered Nursing  
1229 and the State of California Board of Barbering and Cosmetology, which approves the  
1230 Cosmetology Program. On the non-instructional side, Santa Monica College's Athletics  
1231 Program is governed by the California Community College Athletic Association (CCCAA).

1232

1233 The College demonstrates the same degree of honesty and integrity for each of these  
1234 program-specific accrediting and approval processes as it does for the institutional  
1235 accrediting process. Of paramount importance is the need to maintain consistency across  
1236 programs and integration with the Vision, Mission, and *Master Plan for Education* of the  
1237 College. This is accomplished through each department's annual program review process,  
1238 which serves as the basis for developing departmental goals and objectives that are linked to  
1239 Institutional Learning Outcomes and Supporting Goals and included with each program's  
1240 accrediting/approval process. The annual program review process, including development of  
1241 annual objectives for each program, also serves as the primary means for responding to and  
1242 complying with accrediting agency recommendations.

1243

1244 To ensure consistencies in the College’s reporting of its activities and programs, all program-  
1245 specific accreditation and approval reports are reviewed by the appropriate Vice President  
1246 and/or the Superintendent/President before the report is submitted.

1247  
1248 As an example of this process in action, Santa Monica College’s Nursing Program must  
1249 maintain national accreditation, as well as state approval. Both compliance and review  
1250 processes, if successful, result in multi-year approval. The Nursing Program is reviewed  
1251 formally by the Accreditation Commission for Education in Nursing (ACEN) every eight  
1252 years, but the process for preparing each report is based on the premise that evaluation of the  
1253 program is ongoing and annually reviewed. ACEN requires the use of the Systematic  
1254 Evaluation Plan, which incorporates the standards for the accrediting and approval agencies.  
1255 The Systematic Evaluation Plan works in tandem with the [program review process](#)<sup>87</sup> to yield  
1256 one master plan that is developed each year by faculty, staff, and students from the Nursing  
1257 Program, with input from the program’s industry advisory board and partner organizations,  
1258 including those who serve as clinical sites for the program. The plan is reviewed each year,  
1259 again as part of the program review process, which helps determine the work for the next  
1260 year.

1261  
1262 According to a [determination letter](#) dated April 6, 2015,<sup>88</sup> the most recent review, which  
1263 concluded in March of 2015, resulted in continuing accreditation of the Associate Nursing  
1264 Program but placed the program on Conditions and requested that the program submit a  
1265 Follow-Up Report in two years.

1266  
1267 The previous accreditation review for the Nursing Program was conducted in [Fall 2006-  
1268 Spring 2007](#).<sup>89</sup> The College’s Nursing Program maintained its accreditation during this cycle  
1269 as well, achieving compliance in all areas, including Standard 6: Integrity, which states that  
1270 integrity is evident in the practices and relationships of the nursing education unit.

1271  
1272 With each accreditation cycle, upon receiving Commission feedback and recommendations,  
1273 the faculty and staff of the Nursing Program meet to review each recommendation and  
1274 develop a plan of action for addressing the recommendation, as well as identify the evidence  
1275 that documents that the program is meeting these standards. The program will report its  
1276 progress toward full compliance with accrediting standards to the ACEN by Spring 2017.

1277  
1278 The State approval process, administered by the California Board of Registered Nursing,  
1279 follows a similar procedure that begins with a site visit in the fall every five years. The most  
1280 recent [state review](#) was conducted in October 2013, and the program received continuing  
1281 approval with three recommendations.<sup>90</sup>

1282  
1283 Santa Monica College’s other accredited and formally approved programs, including  
1284 Respiratory Therapy and Cosmetology, follow a similar process. The Respiratory Therapy  
1285 Program is reviewed every seven to ten years. The program was last visited in April 2012  
1286 and was granted [continuing accreditation](#) for ten years.<sup>91</sup> The Cosmetology Program is  
1287 reviewed periodically to assess if faculty and students are in compliance with state mandates.  
1288 These visits are unannounced. Recommendations from these visits are shared and discussed

1289 with all program faculty and staff, who develop and implement a plan to address the  
1290 [recommendations](#).<sup>92</sup>

1291  
1292 When exceptions occur that lead to non-compliance with the policies, regulations or practices  
1293 of accreditors and other governing bodies, the College takes [decisive and immediate action](#)<sup>93</sup>  
1294 to acknowledge and address the problems as it has in responding to several [violations](#)<sup>94</sup> of the  
1295 California Community Colleges Athletic Association (CCCAA) Constitution and Bylaws.  
1296 These infractions in the College's Athletics Program have occurred several times over the  
1297 course of the last several years and culminated in the entire Athletics Program being placed  
1298 on [probation](#).<sup>95</sup>

### 1300 **Relationship with Other External Partners**

1301  
1302 The College also maintains positive relationships with a number of other external partners  
1303 that, due to the nature of the relationship, impose an array of regulations and statutes that  
1304 must be followed with honesty and integrity. For the most part, these are financial  
1305 relationships through which the external partner awards, or grants, financial resources to the  
1306 College with the expectation that the College will achieve agreed-upon outcomes and  
1307 outputs. The College's most significant external funder is the U.S. Department of Education.  
1308 In addition to receiving federal financial aid, the College receives Perkins funding,  
1309 administered through the California Community Colleges Chancellor's Office, as well as a  
1310 number of competitive [grant awards](#).<sup>96</sup> These grants are the result of the legislative process  
1311 and are guided by unique rules, regulations, and mandates.

1312  
1313 These U.S. Department of Education grants are augmented by an array of grants and  
1314 contracts from other state and federal funding sources, including the National Science  
1315 Foundation, NASA, U.S. Department of Health and Human Services, the California  
1316 Department of Education, the City of Santa Monica, the U.S. Department of Labor, and the  
1317 California Economic Development Department, among others. In addition, the College  
1318 receives private funding from a number of local, regional, and national foundations and  
1319 corporations. Maintaining honest and ethical relationships with these partners and ensuring  
1320 compliance with the various regulations and statutes is imperative.

1321  
1322 The College assures honesty and integrity in its relationships with these external partners  
1323 through a three-pronged approach that addresses program, financial, and administrative  
1324 compliance. The College's grant and contract-funded projects are legally binding contractual  
1325 relationships with agreed-upon outcomes and activities. As such, the first line of compliance  
1326 is at the program level. Important questions in evaluating compliance include the following:

- 1327 • Are the College and its participating program(s) doing what they said they would do?
- 1328 • Is the project achieving its outcomes?
- 1329 • Is the program implementing its activities in accordance with funding regulations and  
1330 statutes?

1331  
1332 As outlined in Santa Monica College's [Grant Project Management Handbook](#),<sup>97</sup> it is the  
1333 responsibility of the College's primary point of contact, often known as a project director,  
1334 project manager, or faculty lead, to oversee project development and implementation. This

1335 person serves as the College’s liaison with the funder and must be familiar with all applicable  
1336 policies and procedures, at both the institutional and funding level. This person is  
1337 responsible for ensuring that the College remains in compliance at the program level.  
1338

1339 The second line of compliance is financial, and this is the responsibility of Fiscal Services,  
1340 working in conjunction with the grant manager. The Office of Fiscal Services has ensured  
1341 that all grant accountants have been [trained](#)<sup>98</sup> in state and [federal grant](#)<sup>99</sup> management and  
1342 empowered to work proactively with project managers to ensure that grant funds are spent in  
1343 accordance with generally accepted accounting practices and program requirements.  
1344

1345 The final level of review is administrative. All externally funded projects report to a senior  
1346 administrator who has ultimate responsibility for their execution. Project staff meet regularly  
1347 with the senior administrator to share project successes and challenges and to solicit feedback  
1348 regarding implementation strategy and recommendations for improvement. This  
1349 administrative review helps to strengthen the honesty and integrity of the College’s  
1350 relationships with external partners and provides an opportunity for potential discrepancies  
1351 and errors to be identified. This review process is utilized at all stages of the grant cycle,  
1352 from Board acceptance of the new award to close-out.  
1353

1354 The College has also established specific policies and practices designed to empower staff to  
1355 report suspected dishonest activities through [Board Policy 6117](#), Reporting Fraud, Waste, or  
1356 Abuse.<sup>100</sup> Using this policy as a guideline, any college employee is encouraged to report  
1357 dishonest acts, either known or suspected, through an anonymous process; directions on how  
1358 to report are posted in work spaces across the College. At the heart of this process is an  
1359 anonymous hotline that employees may call to report suspected dishonest activities.  
1360

1361 Lastly, any changes in accreditation status at either the institutional or program level are  
1362 communicated to the public through the Office of Government Relations and Institutional  
1363 Communications. In addition, the College updates its publications to include these changes  
1364 and ensure that the public is aware of the College’s accrediting status. This is true for  
1365 substantive change requests as well, most specifically the College’s change in Mission to  
1366 include the offering of baccalaureate degrees.  
1367

### 1368 *Analysis*

1369  
1370 Santa Monica College has a long-standing record of demonstrating honesty and integrity in  
1371 its relationships with external agencies, including compliance with regulations and statutes.  
1372 Furthermore, the District has received unmodified audits for each of the last six years, which  
1373 attests to the College’s reporting accuracy. The College’s strong record is made evident by  
1374 the ongoing renewal of program accreditations and state approvals and certifications, as well  
1375 as the number of grant awards consistently made to the College by local, state, and federal  
1376 entities, many of whom have had a multi-decade relationship with the College.  
1377

1378 Findings of non-compliance and/or recommendations for improvement are generally the  
1379 result of a lack of awareness on the part of faculty or staff and/or best practices that have yet  
1380 to be implemented. As concerns are raised by accrediting agencies, the College’s

1381 instructional programs move quickly to strengthen their programs, linking recommendations  
 1382 with the internal program review processes. On the rare occasion that the College or one of  
 1383 its staff, faculty, or programs intentionally acts in a manner that is inconsistent or out of  
 1384 compliance with program regulations and statutes, the College acts quickly to assume  
 1385 ownership of the problem and rectify the situation.  
 1386

1387 In the case of the recent violations of CCCAA rules, the College’s former Superintendent/  
 1388 President acted with honesty and integrity and informed the CCCAA of the College’s  
 1389 violations. The complete and rapid response on the part of the Athletic Director was also  
 1390 noted by the CCCAA. The College’s swift and honest responses upon learning of  
 1391 unacceptable acts of its employees demonstrates its integrity and its commitment to  
 1392 maintaining professional relationships with its external agencies. In these instances, the  
 1393 College recommended sanctions and outlined steps it would take to rectify the current  
 1394 situation and prevent future violations. The college community will continue to work  
 1395 together to address these violations until a plan to prevent future problems has been fully  
 1396 implemented.  
 1397

1398 **Plan**

1399 While Santa Monica College is meeting this standard and will continue to monitor its  
 1400 progress, it has also outlined a plan to prevent future violations of California Community  
 1401 Colleges Athletic Association (CCCAA) Constitution and By-Laws.  
 1402  
 1403

Proposed Activities	Responsible Party	Timeline	Evidence/Outcomes/ Benchmarks for Success
<b>Objective 1:</b> To ensure that violations of the CCCAA Constitution and Bylaws and of other athletic organizations do not occur.			
Update the <a href="#">Athletic Coaches' Handbook</a> . <sup>101</sup>	Athletic Director	Completed	All personnel will have a written reference that clearly states rules and regulations of eligible athletes, recruitment processes, and other matters pertaining to Athletics Programs.
Develop an <a href="#">Eligibility Process Document</a> . <sup>102</sup>	Athletic Director	Completed	All faculty understand the processes to ensure that SMC student athletes are eligible to play on intercollegiate teams.
Develop a <a href="#">Recruiting Plan</a> . <sup>103</sup>	Athletic Director	Completed	All faculty understand the requirements and restrictions associated with student athlete recruitment.
Require CCCAA training for all Athletics program personnel.	VP, Student Affairs VP, Enrollment Development Athletic Director	2016-2017	All faculty and staff will pass the compliance exam and will receive a copy of the CCCAA Decorum Policy.
Require that all	Athletic Director	Completed	Log documents and recruitment

Proposed Activities	Responsible Party	Timeline	Evidence/Outcomes/ Benchmarks for Success
coaches submit a <a href="#">monthly recruitment activity log</a> . <sup>104</sup>			activities.
Establish a monthly “Coaches’ Corner” meeting.	Athletic Director Coaches	2016-2017	Various topics related to maintaining adherence to CCCAA rules and regulations will be discussed. Potential issues will be identified and addressed.

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**IC.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

**Evidence of Meeting the Standard**

As a publicly funded institution governed by the California Community College Chancellor’s Office, Santa Monica College is committed to providing a high quality education to all members of the community. As noted in its Vision and Mission statements, and outlined in its Institutional Learning Outcomes, Supporting Goals, and Strategic Initiatives, student achievement and student learning are paramount to other potential objectives. The College does not have objectives to generate financial returns for investors, contributing to related or parent organizations or support of external interests. The College’s primary constituents are its students, although the College also strives to address the needs and concerns of its faculty and staff and the communities it serves, including the taxpayers and donors who help ensure that the College has the financial resources necessary to achieve its Mission.

To help enforce its commitment to students rather than financial returns, the College has enacted [Board Policy 2160, Conflict of Interest Code, and BP 2161, Place of Filing of Statements of Economic Interest](#).<sup>105</sup> [Board Policy 2163, Conflict of Interest Code Designated Positions](#),<sup>106</sup> outlines all of the positions within the College that are mandated to complete the Statement of Economic Interests as required by the California Fair Political Practices Commission. The College monitors the completion and submission of these statements on an annual basis.

To maintain fiscal responsibility of its bonds, which were approved by local taxpayers, the College has established the [Citizens’ Bond Oversight Committee](#)<sup>107</sup> to review [quarterly budget reports](#).<sup>108</sup> The primary responsibility of this committee is to ensure that bond proceeds are spent in the manner set forth in the corresponding ballot measures. All committee members provide an *Annual Declaration of Compliance* to certify that the College complies with the Conflict of Interest Policy.

1439 In April 2015, Santa Monica College’s Board of Trustees approved [Board Policy 6116, Debt](#)  
1440 [Issuance](#),<sup>109</sup> which deals with the authorization required from the Board before the issuance  
1441 of any debt obligations of the District, including general obligation bonds, leases, and any  
1442 other issuance that the California Constitution designates as debt. The College developed BP  
1443 6116 and corresponding administrative regulations to meet the disclosure requirements of the  
1444 Securities and Exchange Commission and the Internal Revenue Service tax requirements.  
1445

1446 When limited financial resources require the College to prioritize its resources, student  
1447 achievement and learning is its first consideration. This was evident during the recent  
1448 financial recession when the state of California had to severely cut the community college  
1449 budget, both for general apportionment and funding for targeted services, such as services for  
1450 disabled students and low-income students. Rather than reduce the availability of services,  
1451 including classes, Santa Monica College made the decision to use its reserve funding to  
1452 backfill cutbacks from the State of California for such programs as Counseling and Extended  
1453 Opportunity Programs and Services (for low-income students).  
1454

1455 Reserve funding was also used to maintain the winter and summer intersessions, as well as to  
1456 offer sizeable fall and spring sessions. During this time period, the District offered  
1457 approximately 4,085 Credit and Non-Credit Fulltime Teaching Equivalent Hours above what  
1458 was funded by the State as a result of the massive budget reductions that occurred between  
1459 2009-2010 and 2011-2012. In addition to using reserve funding, the College benefited from  
1460 the [generosity](#)<sup>110</sup> of the [Associated Students](#)<sup>111</sup> and [private donors](#)<sup>112</sup> who also wanted to  
1461 ensure access to instructional and student support services and timely progression to goal  
1462 completion.  
1463

#### 1464 **Analysis**

1465

1466 Santa Monica College has effectively maintained its commitment to student success in an  
1467 environment in which for-profit educational institutions continue to emerge. Maintaining  
1468 this commitment has been quite a challenge considering the state funding reductions that  
1469 occurred during 2009-2012. As a result, the College has had to maximize its resources by  
1470 efficiently managing enrollment and using the reserves built up during better economic times  
1471 to provide services that were not funded by the state. The College’s commitment is best  
1472 demonstrated by the fact that between 2008-2009 and 2011-2012, the heart of the economic  
1473 crisis, the District used its reserves to serve 4,383 unfunded credit FTES and provided  
1474 \$2,057,947 from the unrestricted general fund to backfill categorical/student services  
1475 programs that were decimated by State funding reductions.  
1476

#### 1477 **Plan**

1478

1479 Based on an analysis of the evidence, Santa Monica College is meeting this standard and will  
1480 continue to monitor its progress.  
1481

- 1 IC1\_SMC\_catalog15-16\_excerpt\_Distance\_Education.pdf
- 2 IC1\_SMC\_catalog\_excerpt\_Online\_classes.pdf
- 3 IC1\_SMC\_catalog\_p13\_Special\_Programs.pdf
- 4 IC1\_SMC\_catalog\_excerpt\_Transfer\_Counseling\_Center.pdf
- 5 IC1\_smconline.pdf
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- 7 IC1\_Corsair\_Connect\_landing\_page.pdf
- 8 IC1\_Areas\_of\_Study\_Transfer\_Services.pdf
- 9 IC1\_CurricUNET.pdf
- 10 IC1\_Counseling20\_course\_outline.pdf
- 11 IC1\_Counseling20\_syllabus\_SarahCarrilloSarr\_Spring\_2015.pdf
- 12 IC1\_Interaction\_Design\_Bachelors\_Degree\_website.pdf
- 13 IC1\_lxD\_Information\_Session.pdf
- 14 IC1\_lxD\_Articulation\_Summit\_Agenda.pdf
- 15 IC1\_2015\_Institutional\_Effectiveness\_Dashboard.pdf
- 16 IC1\_Distance\_Education\_homepage.pdf
- 17 IC1\_BT\_DE\_Report\_Summer\_2015.pdf
- 18 IC1\_SMC\_Accreditation\_webpage.pdf
- 19 IC1\_SMC\_catalog15-16\_excerpt\_Distance\_Education.pdf
- 20 IC3\_Office\_of\_Institutional\_Research\_webpage.pdf
- 21 IC3\_SI\_Course\_Success\_report\_SI\_2014.pdf
- 22 IC3\_SMC\_in\_Focus\_Jan2015.pdf
- 23 IC3\_SMC\_in\_the\_News\_English\_Academy\_Issue\_5\_October16.pdf
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- 32 IC1\_Areas\_of\_Study\_Transfer\_Services.pdf
- 33 IC1\_CurricUNET.pdf
- 34 IC4\_Dance\_AA\_Outline.pdf
- 35 IC4\_Interaction\_Design\_Bachelors\_Degree\_Program.pdf
- 36 IC5\_Board\_Policy\_Manual.pdf
- 37 IC5\_SAC\_Sample\_Minutes\_5-12-2015.pdf
- 38 IC6\_SMC\_homepage.pdf
- 39 IC6\_Summary\_of\_Fees.pdf
- 40 IC6\_International\_Student\_Tuition\_Fees.pdf
- 41 IC6\_Veterans\_Tuition\_and\_Fees.pdf
- 42 IC6\_AB\_540.pdf
- 43 IC6\_Financial\_Aid\_Eligibility.pdf
- 44 IC6\_Net\_Price\_Calculator.pdf
- 45 IC6\_Calculator\_on\_SMC\_homepage.pdf
- 46 IC6\_Admissions\_Homepage.pdf
- 47 IC6\_Corsair\_Connect\_student\_homepage.pdf
- 48 IC6\_Title\_5\_Section\_59400.pdf
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52 IC7\_Statement\_of\_Academic\_Freedom.pdf  
53 IC7\_BP\_5000\_Instruction-Curriculum.pdf  
54 IC7\_AR5220\_Ethics\_Statement.pdf  
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56 IC7\_Professional\_Ethics\_Responsibilities.pdf  
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62 IC8\_Student\_Conduct\_excerpt\_SMCcatalog15-16.pdf  
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- <sup>102</sup> IC13\_SMC\_Athletics\_Eligibility\_Process.pdf
  - <sup>103</sup> IC13\_SMC\_Athletics\_Recruiting\_Plan.pdf
  - <sup>104</sup> IC14\_SMC\_Athletics\_Coaches\_timeline.pdf
  - <sup>105</sup> IC14\_BP\_2160\_2161.pdf
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  - <sup>107</sup> IC14\_Citizens\_Bond\_Oversight\_Committee\_BT\_4-15-2002.pdf
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