



Institutional Self Evaluation Report 2016



SANTA
MONICA
COLLEGE





Institutional Self Evaluation Report for Educational Quality
and Institutional Effectiveness
in Support of Reaffirmation of Accreditation

Submitted by:

Santa Monica College
1900 Pico Boulevard
Santa Monica, CA 90405

Submitted to:

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

August 2016



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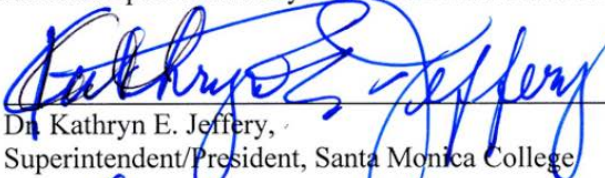
Certification of the Institutional Self Evaluation Report

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

From: Santa Monica College
1900 Pico Boulevard, Santa Monica, CA 90405

This Institutional Self Evaluation is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.


We certify there was effective participation by the campus community, and we believe that the Self Evaluation Report accurately reflects the nature and substance of the institution.

Signed:  7/15/2016
Date
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Superintendent/President, Santa Monica College

 7/18/16
Date
Dr. Louise Jaffe,
Chair, Santa Monica College Board of Trustees

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Fran Chandler,
President, Santa Monica College Academic Senate

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Date
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President, Santa Monica College Associated Students

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Date
Dr. Georgia Lorenz,
Accreditation Liaison Officer; Vice President, Academic Affairs

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Table of Contents

Santa Monica College History.....	1
Student Achievement Data and Institution-Set Standards	3
Organization of the Self Evaluation Process	25
Organizational Information	31
Certification of Continued Institutional Compliance with Eligibility Requirements	39
Certification of Continued Institutional Compliance with Commission Policies.....	40
Standard I	55
Standard II	149
Standard III	233
Standard IV	327
Quality Focus Essay	373
Plans Arising from the Self Evaluation Process.....	385
Appendices	395

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Introduction



Santa Monica College History

On September 10, 1929—just 49 days before Wall Street crashed, plunging the nation into the Great Depression—“Santa Monica Junior College” opened its doors on the second floor of Santa Monica High School with 153 students. Evolving missions led to new names: “Santa Monica City College” and eventually “Santa Monica College,” to reflect the College’s service to the Westside, and to the larger community of Los Angeles. Today, enrollment is roughly 32,000 students, and the College operates on a 38-acre campus at 1900 Pico Boulevard, and five satellite campuses across Santa Monica.

A pioneer of the uniquely American community college movement, the College fulfills the educational needs of the broadest possible cross-section of its community which extends beyond its district boundaries to the students and employees who come to the College from the surrounding Los Angeles county region, from across the nation, and from all parts of the world. The College also responds to the ideals defined by the state’s Master Plan for Higher Education, as a leading institution in college transfer; job training (with 110 CTE degrees and certificates to date), and lifelong learning through model programs like Emeritus College which offers free classes designed for older adults (and celebrated its 40th anniversary in 2015), and its Continuing Education program which offers low-cost personal interest and professional development classes.

The College’s relationship to the communities it serves—Santa Monica and Malibu—is unequivocally strong. And in resounding support of the College’s value, the voters of these two cities have funded a total of eight bond measures since 1946—four prior to Proposition 13 in 1978 and four post-Proposition 13 to fund facilities improvements. The most recent bond, Measure AA, for \$295 million, passed in 2008, despite a severe recession. Among the Measure AA-funded projects completed recently or in construction are a specialized \$49 million building for Health, Physical Education and Dance on the main campus; a \$23 million renovation of the East Wing of the SMC Performing Arts Center (including classrooms and a performance space); an \$89 million renovation of the new design and media campus on Stewart Street; and a new \$24 million Information Technology and Media Center.

Santa Monica College has enjoyed an extraordinary symbiotic relationship with the local and regional economy. Through every point in its history, the College cultivated a culture that responds quickly to shifts in the local economy and resulting workforce needs, and leverages its standing as a trusted higher education partner to inform the creation of new curriculum and decision-making. Most recently, this was manifested in the creation and approval of Santa Monica College’s Bachelor of Science degree in Interaction Design. The Westside of Los Angeles—known as “Silicon Beach”—is one of the world’s top three tech hubs, home to about 500 tech startups like Snapchat, and bigger companies like Google and Yahoo. By meeting one of the biggest skills gaps in the tech world, and here locally for the emerging but high-demand Interaction Design field, the College positioned itself as a pathway to professional and economic advancement.

From Challenges to Growth

Santa Monica College has faced numerous challenges over the last several decades. When Proposition 13 passed in 1978, replacing local funding with state funding, the College faced the challenge by arguing that the state should allow “free flow” attendance and successfully lobbied

the landmark legislation, enacted in 1987, providing students with the right to attend junior colleges outside their district. This would transform the College, which grew from 9,000 students to more than 18,000 by the mid-1990s.

In recent years, the introduction of resident preferential parking in Santa Monica led to worsening parking problems, something the College has addressed with ingenuity by combining an aggressive, groundbreaking public transit initiative with the building of a new satellite parking lot. The College and its Associated Students currently fund a partnership with the City of Santa Monica's Big Blue Bus that allows college employees and students to ride "Any Line, Any Time" for free. The program was established in 2008, and now provides about 2.8 million boardings and alightings annually.

Similarly, in the last six years, the regional increase in traffic congestion led the College to create additional pioneering programs in partnership with other agencies to provide more transit options to students—these include uberPOOL (Santa Monica College is the first community college in the nation to offer this carpool service in partnership with Uber), Breeze Bike Share, and last but not the least, partnering with Metro for the new light rail Expo Line station at 17th and Colorado which is known officially as the "Santa Monica College" station. Santa Monica College also became the first California community college to win a Bronze Bike-Friendly University designation from the League of American Bicyclists in 2015.

A tragic shooting incident in June 2013 which ended on the main campus has led to a comprehensive review and nearly completed upgrade of emergency notification systems and infrastructure to equip the campus for safety in the event of future emergency situations.

Santa Monica College also underwent a ripple of changes in senior executive leadership: first with the loss of longtime Executive Vice President and strategic/accreditation leader Randal Lawson in 2014, followed by the retirement of President Chui L. Tsang in 2015. With the appointment of the College's new Superintendent/President, Dr. Kathryn E. Jeffery early this year, Santa Monica College is positioned to benefit from the vast and varied experience of a higher education leader who has served as president of a community college, of a CTE/vocational college, and was a faculty member in both two-year and four-year settings.

Excellence Achieved, and a Look Ahead

Santa Monica College has built up its robust student services system with the addition of new programs like Guardian Scholars, and the expansion of existing programs like the Veterans Resource Center. Groundbreaking curriculum and academic/CTE programs were created, including the award-winning film production program, the nation's first accredited promo production program, public policy, technical theatre, and many more. A successful STEM-Science Research Initiative program has been established, funded by a \$5.8 million grant from the U.S. Department of Education in 2011. Santa Monica College students, employees and programs continue to achieve the highest recognition in many fields. While the College faces challenges—some unique to the institution, some symptomatic of wider trends—the College is hopeful that the same creativity, tenacity, and dedication to student success that led the College to overcome challenges in the past will prevail, and indeed, lead Santa Monica College on to an even higher plane of excellence.

Student Achievement Data and Institution-Set Standards

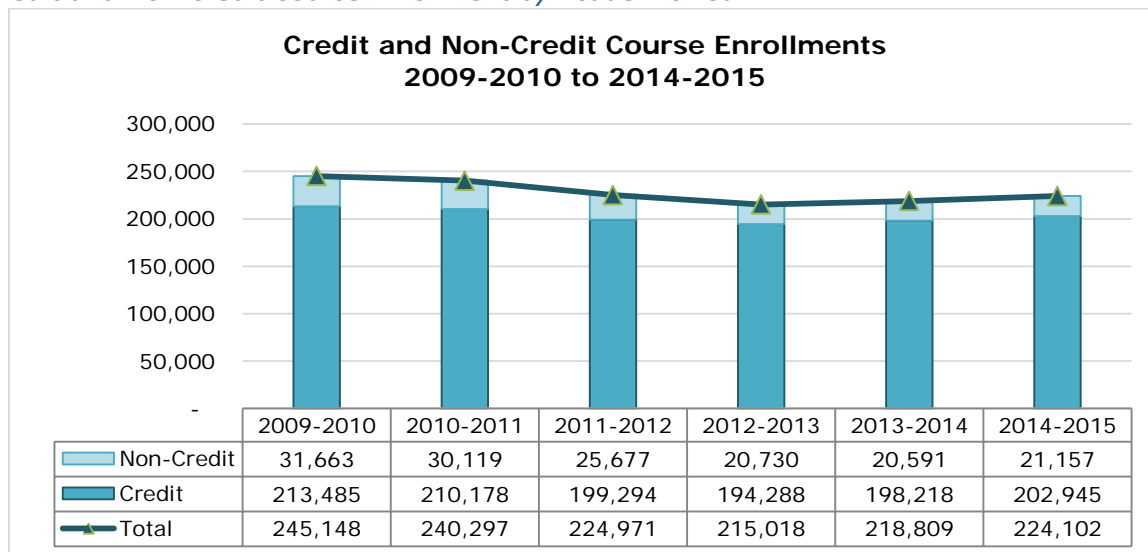


Student Achievement Data and Institution-Set Standards

Santa Monica College Demographic Data Trends

Enrollment Trends

Credit and Non-Credit Course Enrollment by Academic Year



Source: Management Information System (MIS)

Over the last six academic years, total course enrollments decreased by 8.6% (from 245,148 in 2009-2010 to 224,102 in 2014-2015). During the same time period, both the credit and non-credit course enrollments experienced a decline; however, non-credit enrollments experienced a disproportionately larger decline (33.2 percent) than credit enrollments (4.9 percent). The decrease in non-credit enrollment can be largely attributed to the reduction of course offerings at the Emeritus College and elementary and secondary basic skills courses.

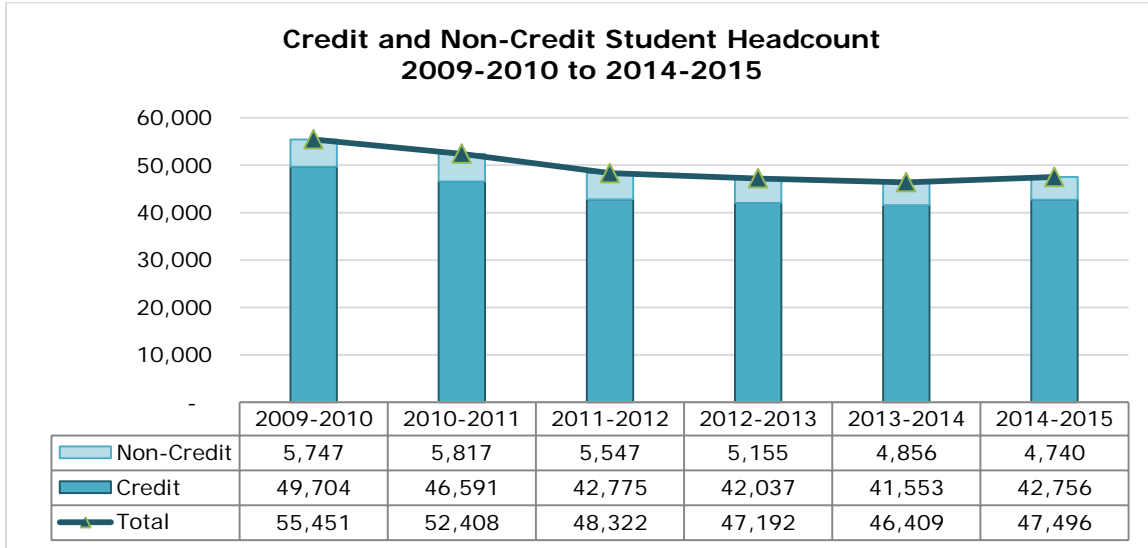
Courses offered through Emeritus college are non-credit courses designed to serve the interests and needs of adults who are in or are preparing for retirement, are dedicated to life-long learning, and are seeking continued personal growth. In 2014-2015, Emeritus course enrollments represented approximately 7 percent of all course enrollments and 77 percent of all non-credit enrollments. The table below describes the number of non-credit course section offerings by course type.

Non-Credit Course Section Offerings by Academic Year and Course Type						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
ESL	66	50	48	39	43	49
Basic Skills	37	0	0	0	1	1
Parenting	7	4	3	0	0	0
Emeritus	605	554	448	348	382	381
Other	42	40	35	29	35	35
Total	757	648	534	416	461	466

Source: Management Information System (MIS)

The data reveal that over the last six academic years, the number of Emeritus course section offerings decreased by 37.0 percent from 605 sections in 2009-2010 to 381 in 2014-2015. During the same period, the College reduced the number of course offerings in non-credit elementary by 97.3 percent from 37 sections in 2009-2010 to 1 section in 2014-2015.

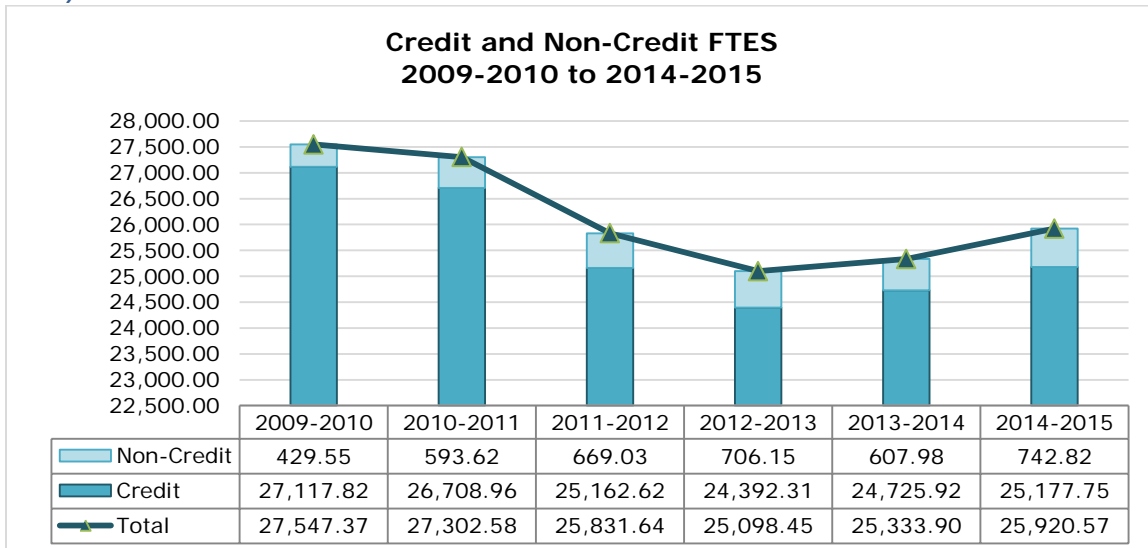
Credit and Non-Credit Student Headcount by Academic Year



Source: Management Information System (MIS)

Over the last six academic years, total student headcount (credit and non-credit combined) decreased by 14.3 percent from 55,451 in 2009-2010 to 47,496 in 2014-2015. During this time period, the headcount among the credit-student population decreased by 14.0 percent (from 49,704 in 2009-2010 to 42,756 in 2014-2015), while headcount among the non-credit student population decreased by 17.5 percent (from 5,747 in 2009-2010 to 4,740 in 2014-2015).

FTES by Academic Year



Source: California Community College's Chancellor's Office DataMart

The total annual Total Full Time Equivalent Students (FTES) decreased by 5.9 percent (from 27,547 in 2009-2010 to 25,921 in 2014-2015). During this time period, the credit FTES decreased by 7.2 percent (from 27,118 in 2009-2010 to 25,178 in 2014-2015). However, the non-credit FTES experienced an increase of 72.9 percent (from 430 in 2009-2010 to 743 in 2014-2015). The data suggest that while the College enrolled fewer non-credit students in 2014-2015 when compared to 2009-2010 (see previous section), these students enrolled in more classes.

Description of Credit Student Population

Student Demographic Data

Gender

In 2009-2010, Santa Monica College enrolled disproportionately more credit female (55.6 percent) than male (44.4 percent) students. However, over the last six academic years, the proportions of female and male students have become slightly more equal with 52.9 percent of credit students enrolled in 2014-2015 identifying being female and 47.1 percent identifying as male.

Student Gender, 2009-2010 to 2014-2015

	2009-2010 (N = 49,704)	2010-2011 (N = 46,591)	2011-2012 (N = 42,775)	2012-2013 (N = 42,037)	2013-2014 (N = 41,553)	2014-2015 (N = 42,756)
Female	55.6%	55.0%	54.1%	53.1%	52.5%	52.9%
Male	44.4%	45.0%	45.9%	46.9%	47.5%	47.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Management Information System (MIS)

Age Group

The average age of credit students has remained relatively stable over the last six academic years. In 2014-2015, the average age among credit students was 24.43 years of age. A large majority of credit students are 24 years of age or younger, with the largest proportion of students represented in the 20-24 age group. The percentage of students 24 years of age or younger has increased from 66.3 percent in 2009-2010 to 70.4 percent in 2014-2015 which indicate that over the last six academic years, the credit student population has gotten younger.

Student Age Group, 2009-2010 to 2014-2015

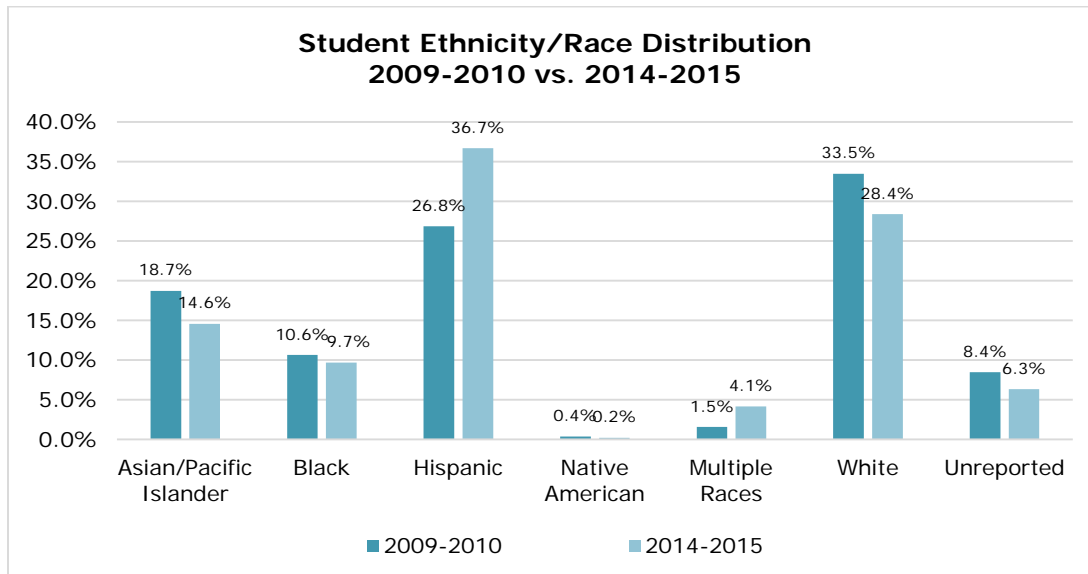
	2009-2010 (N = 49,704)	2010-2011 (N = 46,591)	2011-2012 (N = 42,775)	2012-2013 (N = 42,037)	2013-2014 (N = 41,553)	2014-2015 (N = 42,756)
Under 20	30.2%	30.5%	30.2%	29.3%	28.7%	28.5%
20-24	36.2%	37.5%	39.3%	40.3%	41.5%	41.9%
25-29	14.2%	13.8%	12.9%	13.4%	13.2%	13.4%
30-39	11.3%	10.5%	10.1%	9.8%	9.6%	9.3%
40-49	4.7%	4.5%	4.3%	4.1%	3.8%	3.7%
50 and older	3.5%	3.2%	3.2%	3.2%	3.2%	3.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Average Age	24.94	24.67	24.52	24.50	24.45	24.43

Source: Management Information System (MIS); Student age group was based on student age on October 15 of the reported academic year

Ethnicity/Race

The student ethnicity/race data reveal that Santa Monica College serves an ethnically and racially diverse student population. In 2014-2015, the largest proportion of credit students identified as “Hispanic”, followed by “White” and “Asian/Pacific Islander”.

Over the last six academic years, the proportion of the credit student population who identified as “Hispanic” steadily increased by 9.9 percent from 26.8 percent in 2009-2010 to 36.7 percent in 2014-2015. During the same time period, the percentage of the student population who identified as being Asian/Pacific Islander, Black, and White decreased by 4.2 percent, 1.0 percent, and 5.1 percent, respectively.

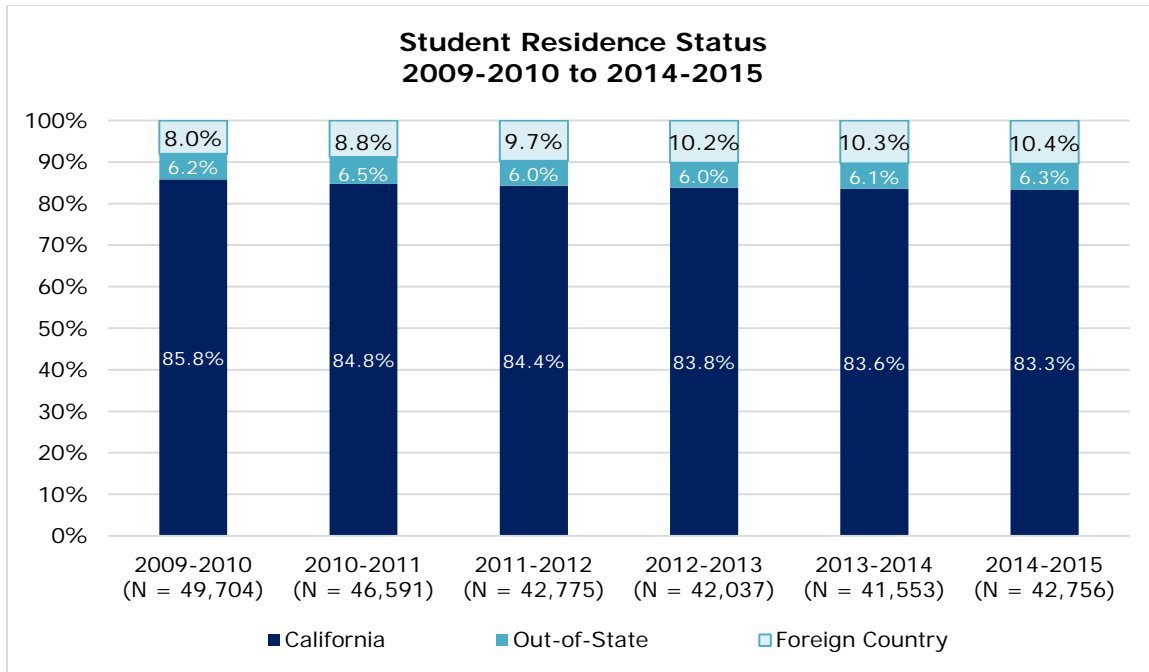


	2009-2010 (N = 49,704)	2010-2011 (N = 46,591)	2011-2012 (N = 42,775)	2012-2013 (N = 42,037)	2013-2014 (N = 41,553)	2014-2015 (N = 42,756)
Asian/Pacific Islander	18.7%	18.6%	17.5%	15.1%	14.4%	14.6%
Black	10.6%	10.0%	10.0%	9.9%	9.6%	9.7%
Hispanic	26.8%	30.3%	32.5%	34.4%	35.7%	36.7%
Native American	0.4%	0.3%	0.2%	0.2%	0.2%	0.2%
Multiple Races	1.5%	3.2%	3.6%	3.8%	4.0%	4.1%
White	33.5%	33.0%	31.4%	28.9%	28.4%	28.4%
Unreported	8.4%	4.6%	4.8%	7.5%	7.6%	6.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Management Information System (MIS); Student racial/ethnic group is identified based on a student's most recently reported race/ethnicity value between Summer 2009 and Spring 2015

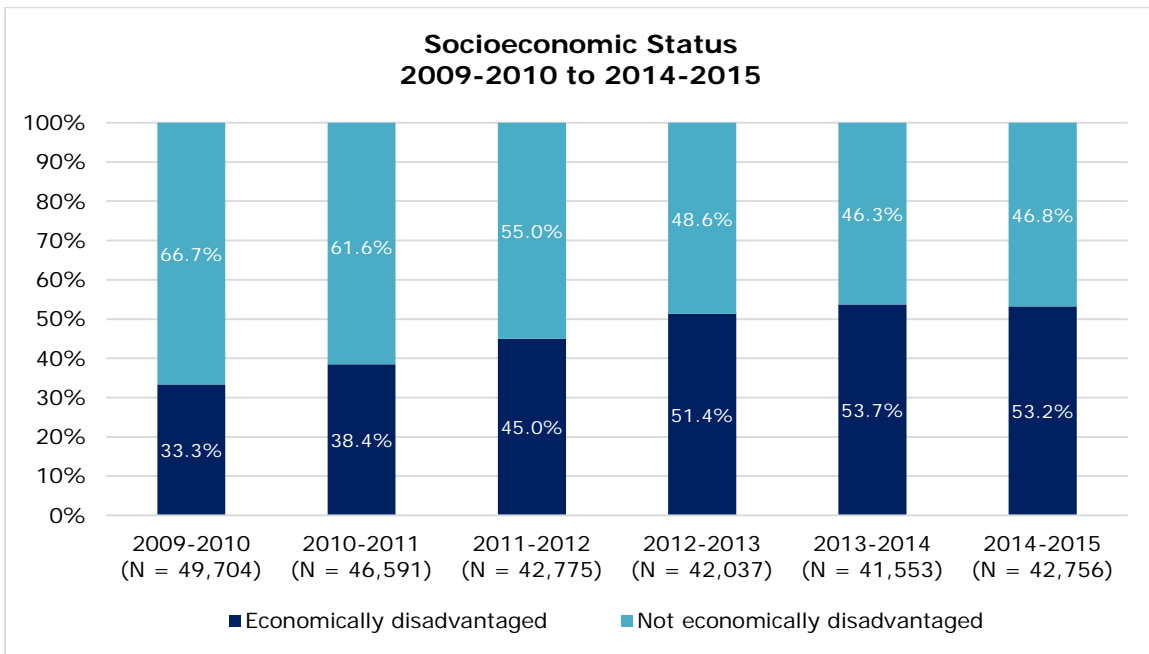
Residence Status

The largest proportion of credit students are California residents (over eight in ten students). However, the Santa Monica College also enrolls a large number of international and out-of-state students. Over 6 percent of the credit student population are from out-of-state; the proportion of students from out-of-state have remained relatively stable over the last six years. In 2014-2015, 10.4 percent of credit students were international students (residents of a foreign country), an increase of 2.4 percent over the 2009-2010 year. International students come from more than 110 different countries to attend Santa Monica College.



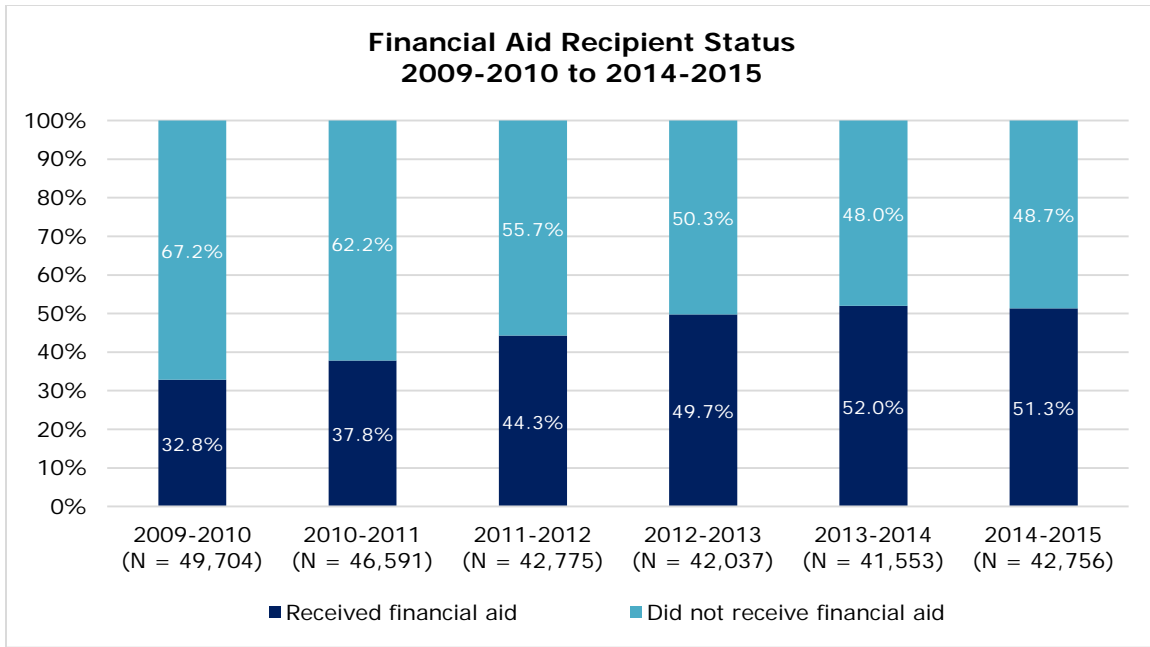
Source: Management Information System (MIS)

Socioeconomic Status



Source: Management Information System (MIS); Students are identified as economically disadvantaged based on: CalWORKS/TANF/AFDC, Supplemental Security Income (SSI), general assistance program (GA), BOG waiver status, Pell Grant status, as well as other guidelines provided in the "California State Plan for Vocational & Technical Education".

Between 2009-2010 and 2014-2015, the proportion of credit students identified as economically disadvantaged increased by nearly 20 percent. In the most recently reported academic year (2014-2015), over half of the credit student population were identified as being economically disadvantaged. During the same time period, the percentage of credit students who received financial aid also increased (see figure below).

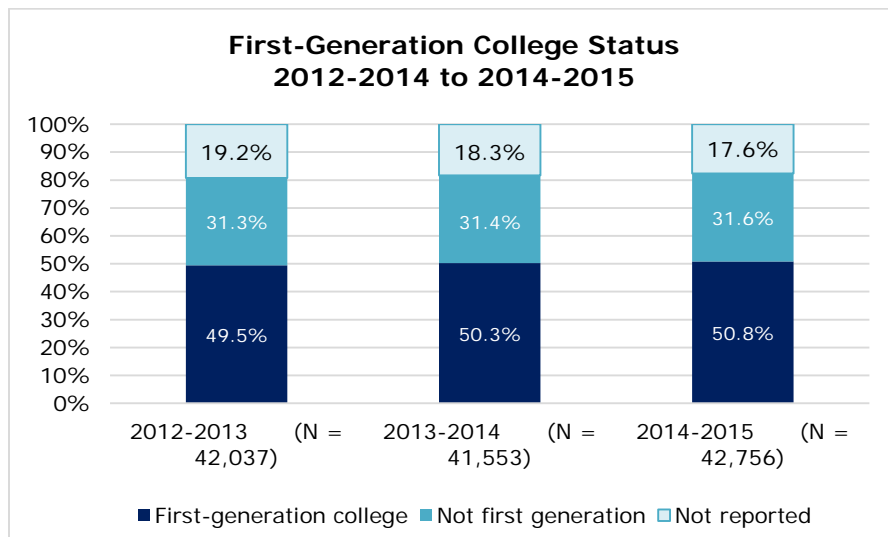


Source: Management Information System (MIS)

First-generation College Status

A first-generation college student is defined as a student whose parent(s)/legal guardian(s) have not completed a bachelor's degree. The College began systematically reporting the highest education level of the parents and guardians of students in 2012-2013.

Approximately half of the credit population are first-generation college students. Between 2012-2013 and 2014-2015, the proportion of credit students who were first-generation college students increased slightly by 1.3 percent. The increase in this group may be related to the decrease in the proportion of students who did not provide their parent/guardian education information (unreported).



Source: Management Information System (MIS); first-generation college status was determined by students' highest parents/guardian education level. This data element was systematically reported for all students beginning in 2012-2013.

Students with Disabilities

Between 2009-2010 and 2014-2015, the proportion of credit students who identified as having a disability slightly increased by 0.9 percent. In 2014-2015, over 1,300 students or 3.1 percent of the credit population reported having a disability.

	2009-2010 (N = 49,704)	2010-2011 (N = 46,591)	2011-2012 (N = 42,775)	2012-2013 (N = 42,037)	2013-2014 (N = 41,553)	2014-2015 (N = 42,756)
Disability reported	48,628 97.8%	45,428 97.5%	41,491 97.0%	40,770 97.0%	40,267 96.9%	41,421 96.9%
No disability reported	1,076 2.2%	1,163 2.5%	1,284 3.0%	1,267 3.0%	1,286 3.1%	1,335 3.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Management Information System (MIS); Students are identified as having a disability if they reported a disability at least once during the observed academic year. Students are identified as having a disability regardless of whether they choose to utilize DSPS services.

Veteran Students

The College began systematically reporting students' veteran status in 2012-2013. Over the last three academic years, Santa Monica College enrolled over 900 veteran students annually. Over 2 percent of the credit population identified as having served and being a veteran of a branch of the U.S. military.

	2012-2013 (N = 42,037)	2013-2014 (N = 41,553)	2014-2015 (N = 42,756)
Not a Veteran	41,103 97.8%	40,594 97.7%	41,782 97.7%
Veteran	934 2.2%	959 2.3%	974 2.3%
Total	100.0%	100.0%	100.0%

Source: Management Information System (MIS); Students are identified as having being a veteran regardless of whether they choose to utilize the services of the College's Veteran Center.

Background Information and Enrollment Patterns

Full-Time/Part-Time Status

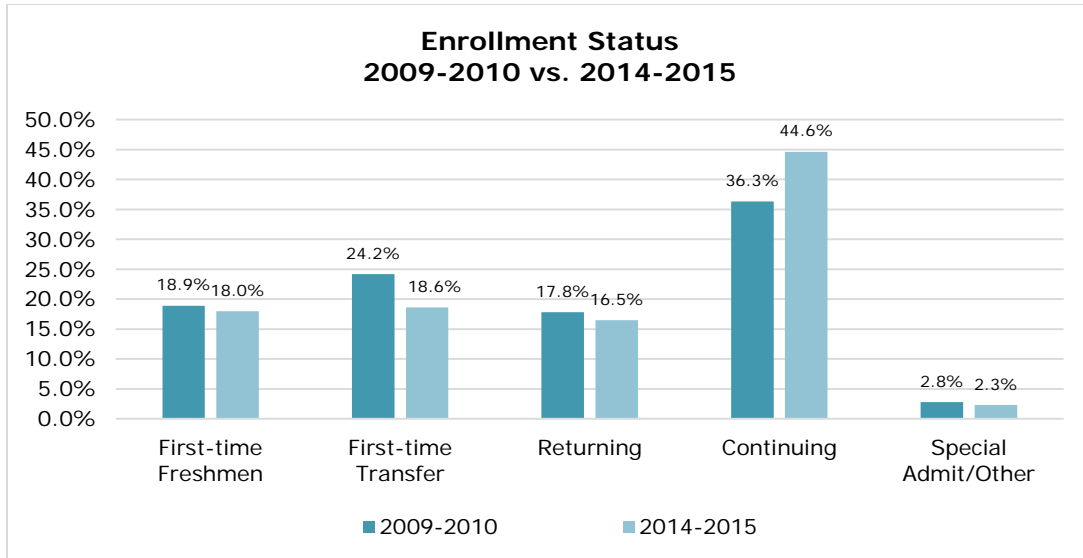
The proportion of credit students enrolled full-time (12 or more credit units) has remained relatively stable over the last six years at around 35 percent. A large majority (approximately 65 percent) of credit students are enrolled on a part-time basis (attempting fewer than 12 units). Between 2009-2010 and 2014-2015, the average unit load among credit students increased by 0.22 units, from 8.58 to 8.80 units per student.

	2009-2010 (N = 63,143)	2010-2011 (N = 61,391)	2011-2012 (N = 59,493)	2012-2013 (N = 59,563)	2013-2014 (N = 59,339)	2014-2015 (N = 59,565)
Part-time	65.4%	64.5%	63.6%	65.7%	65.0%	64.9%
Full-time	34.6%	35.5%	36.4%	34.3%	35.0%	35.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Average Unit Load	8.58	8.75	8.90	8.79	8.89	8.80

Source: Management Information System (MIS); Only fall and spring semester in the academic year were included in the analyses; Multiple observations of the same student within both fall and spring terms of an academic year are counted as independent observations. Therefore, the size of the observed population (N) does not reflect the unique student headcount for each academic year.

Enrollment Status

Over the last six years, the proportion of the credit student population who were continuing students (enrolled in the previous regular session) increased by 8.3 percent (from 36.3 percent in 2009-2010 to 44.6 percent in 2014-2015). At the same time, the proportion of students who were first-time transfers decreased by 5.6 percent (from 24.2 percent in 2009-2010 to 18.6 percent in 2014-2015).



	2009-2010 (N = 49,704)	2010-2011 (N = 46,591)	2011-2012 (N = 42,775)	2012-2013 (N = 42,037)	2013-2014 (N = 41,553)	2014-2015 (N = 42,756)
First-time Freshmen	18.9%	18.9%	19.5%	18.5%	18.7%	18.0%
First-time Transfer	24.2%	20.9%	18.5%	18.0%	17.6%	18.6%
Returning	17.8%	17.7%	17.5%	16.7%	16.6%	16.5%
Continuing	36.3%	40.4%	43.1%	45.5%	45.5%	44.6%
Special Admit/Other	2.8%	2.1%	1.4%	1.3%	1.6%	2.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Management Information System (MIS); Students are assigned enrollment status based on their first enrollment within an academic year

Last High School Attended

Santa Monica College directly serves the needs of the district area. However, the data reveal that a large majority of the College's students last attended a high school outside of the district high schools (Santa Monica Malibu Unified School District or SMMUNSD). In 2014-2015, 5 percent of credit students were from a high school in the SMMUSD, a decrease of 0.5 percent when compared to 2009-2010. About 47 percent of students came from California high schools outside of the district and nearly one-third reported last attending a high school in a different state. The proportion of students who last attended high school in a foreign country increased by 1 percent from 15.8 percent in 2009-2010 to 16.8 percent in 2014-2015.

Last High School Attended, 2009-2010 to 2014-2015

	2009-2010 (N = 49,704)	2010-2011 (N = 46,591)	2011-2012 (N = 42,775)	2012-2013 (N = 42,037)	2013-2014 (N = 41,553)	2014-2015 (N = 42,756)
SMMUSD	5.5%	5.1%	4.9%	4.7%	4.8%	5.0%
Other California HS	46.7%	47.1%	47.5%	47.7%	46.9%	46.7%
Out-of-state	31.6%	30.9%	30.2%	30.0%	31.0%	31.2%
Foreign HS	15.8%	16.5%	17.0%	17.2%	17.0%	16.8%
Not a HS grad	0.4%	0.4%	0.4%	0.4%	0.4%	0.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Management Information System (MIS)

Educational Goal

Over the past six years, the proportion of credit students at Santa Monica College reporting a transfer or associate degree as their highest educational goal increased by 11.8 percent and 1.9 percent, respectively. During the same period, the proportion of students reporting a career-related, educational development, or undecided goal decreased. The percentage of four-year college students taking courses to meet 4-year college requirements also experienced a decline. The large majority of Santa Monica College students (75.4 percent in 2014-2015) reported a credential goal (transfer, degree, or certificate).

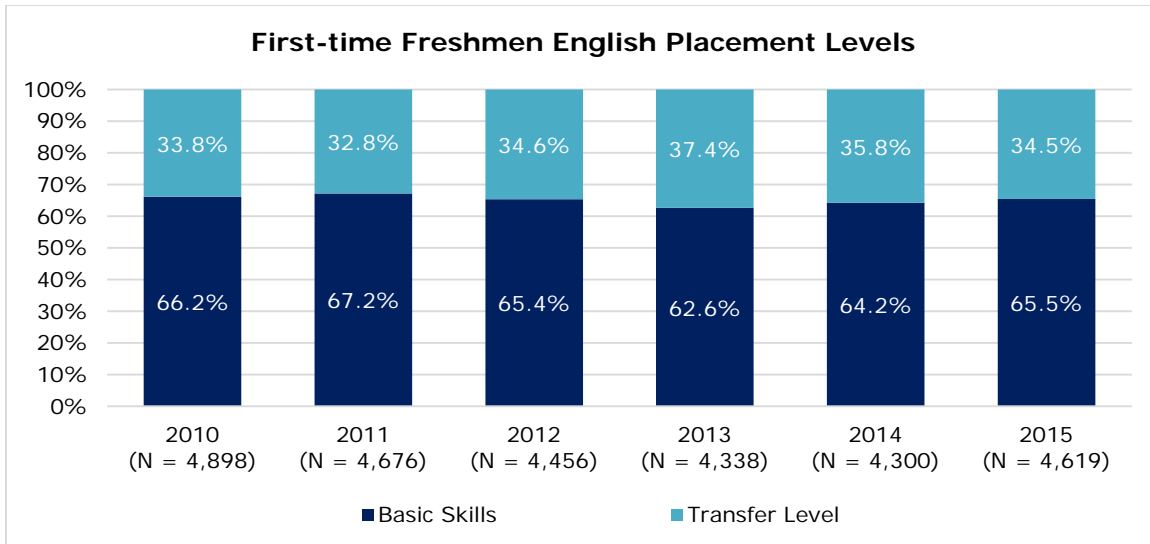
Stated Educational Goal, 2009-2010 to 2014-2015

	2009-2010 (N = 49,704)	2010-2011 (N = 46,591)	2011-2012 (N = 42,775)	2012-2013 (N = 42,037)	2013-2014 (N = 41,553)	2014-2015 (N = 42,756)
Transfer	55.4%	59.7%	65.0%	67.3%	68.0%	67.2%
Associate Degree	4.7%	5.3%	5.7%	6.3%	6.5%	6.6%
Certificate	1.5%	1.3%	1.4%	1.6%	1.6%	1.6%
Career Objective	10.0%	8.4%	7.2%	6.5%	6.1%	6.1%
Educational Development	9.6%	8.1%	6.6%	5.8%	5.8%	5.9%
4-Yr Student Taking Classes	8.4%	8.2%	7.1%	6.4%	6.0%	6.3%
Other	2.1%	1.6%	0.8%	0.7%	0.8%	1.1%
Undecided	8.3%	7.4%	6.2%	5.3%	5.2%	5.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Management Information System (MIS); Educational goal is identified based on a students' most recently reported goal in an academic year

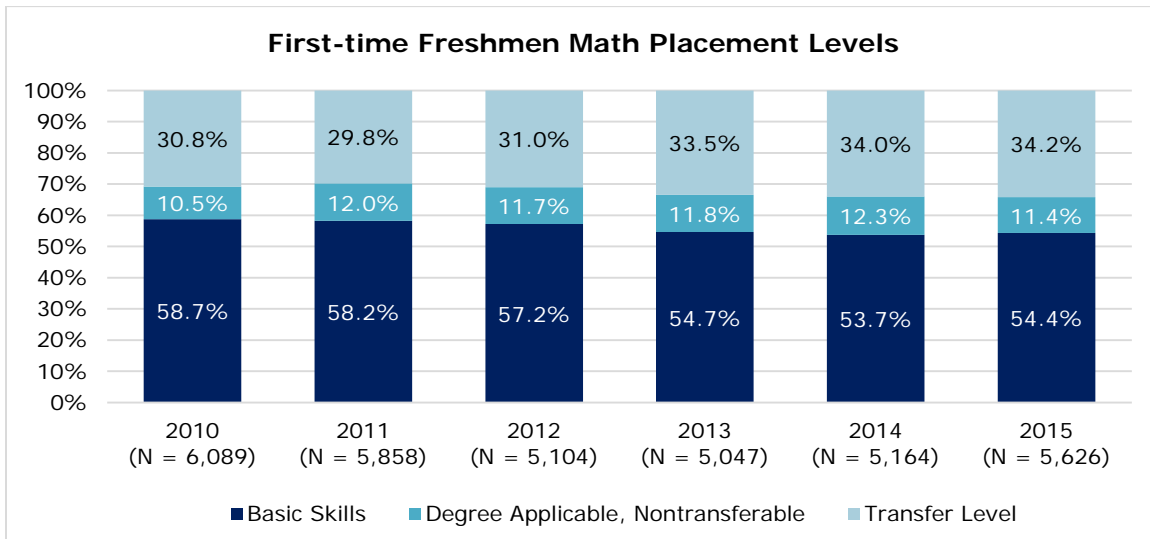
College Preparedness

Santa Monica College utilizes College Board's ACCUPLACER and ACT's Compass assessment tests to place students into English and math courses, respectively. Over the past six years, the proportion of first-time freshmen in fall semesters who placed into pre-collegiate English courses has remained relatively constant. Approximately two-thirds of first-time freshmen were assessed as not being "college-ready" in terms of their English skills.



Source: Management Information System (MIS) and Santa Monica College's Student Information System; The most recent placement event before the first two weeks of the first fall semester were used to determine first-time freshmen's English preparedness level.

The percentages of first-time college students placing into the higher-level math levels, transferable and degree applicable but not nontransferable, have increased by 3.4 percent and 0.9 percent, respectively. The largest proportion of incoming students place into basic skills math courses (more than half).



Source: Management Information System (MIS) and Santa Monica College's Student Information System; The most recent placement event before the first two weeks of the first fall semester were used to determine first-time freshmen's math preparedness level.

Description of District Area

Demographics of District Area

Santa Monica College's official district area includes the cities of Santa Monica and Malibu. The current section provides a description of the district area population, including gender, ethnicity/race, age, educational attainment, and income levels. The district area data were obtained from the 2014 American Community Survey (the United States Census Bureau).

Gender

Disproportionately more of the district area population reported being female (52.1 percent) than male (47.9 percent), however, the difference is not large.

	City of Santa Monica (N = 91,619)	City of Malibu (N = 12,830)	Total District Area (N = 104,449)
Female	52.2%	51.2%	52.1%
Male	47.8%	48.8%	47.9%
Total	100.0%	100.0%	100.0%

Source: 2014 American Community Survey (Census)

Ethnicity/Race

A large majority of the district area population, approximately seven in ten, identified as being from the “White” ethnic/race group. Disproportionately more of the population in Malibu identified as being White (83.6 percent) when compared to the population in Santa Monica (68.0 percent). The second largest ethnicity/race group in the district area population identified as “Hispanic”, with a larger proportion of the population in Santa Monica belonging to this group (14.5 percent) when compared to Malibu (7.4 percent). Asian/Pacific Islanders represented the third largest ethnicity/race group in the district area population (9.0 percent), with a larger proportion of the population in Santa Monica belonging to this group (9.7 percent) when compared to Malibu (4.7 percent). All remaining groups accounted for 7.3 percent of the district area population (when combined).

	City of Santa Monica (N = 91,619)	City of Malibu (N = 12,830)	Total District Area (N = 104,449)
Asian/Pacific Islander	9.7%	4.7%	9.0%
Black	3.9%	1.4%	3.6%
Hispanic	14.5%	7.4%	13.7%
Native American	0.0%	0.0%	0.0%
Other	0.2%	0.0%	0.2%
Two or More Race	3.7%	2.9%	3.6%
White	68.0%	83.6%	69.9%
Total	100.0%	100.0%	100.0%

Source: 2014 American Community Survey (Census)

Age Group

Overall, the largest proportion of the district area population is 55 years of age or older, with disproportionately more of the population in Malibu (40.7 percent) belonging to this age group when compared to the population in Santa Monica (28.1 percent). Less than one-quarter (22.6 percent) of the district area population were traditional-college aged or younger (24 years of age or younger).

District Area Population Age Group (2014)

	City of Santa Monica (N = 91,619)	City of Malibu (N = 12,830)	Total District Area (N = 104,449)
Under 20	15.4%	19.5%	15.9%
20-24	6.5%	7.8%	6.7%
25-34	19.4%	6.6%	17.9%
35-44	15.9%	9.0%	15.1%
45-54	14.6%	16.3%	14.8%
55+	28.1%	40.7%	29.6%
Total	100.0%	100.0%	100.0%

Source: 2014 American Community Survey (Census)

Educational Attainment

Among those aged 25 or older, 95.3 percent of the district area population were high school graduates or higher and 64.5 percent attained a bachelor's or higher degree.

District Area Population Highest Education Attainment (2014)

	City of Santa Monica (N = 71,542)	City of Malibu (N = 9,329)	Total District Area (N = 80,871)
Less than high school graduate	5.0%	2.5%	4.7%
High school graduate (includes equivalency)	9.3%	12.1%	9.6%
Some college, no degree	15.5%	18.3%	15.8%
Associate's degree	5.2%	6.8%	5.4%
Bachelor's degree	36.3%	31.7%	35.8%
Graduate or professional degree	28.7%	28.6%	28.7%
Total	100.0%	100.0%	100.0%

Source: 2014 American Community Survey (Census)

Income Levels

Data from the 2014 American Community Survey reveal that the median household income of Santa Monica College's district area is higher than the Los Angeles county median household income of \$55,870. The pattern is similar for the mean household income; the mean household income in Santa Monica and Malibu were \$111,973 and \$228,725, respectively, higher than the Los Angeles County mean household income of \$82,109. The percentage of families living below the poverty line in 2014 was 5.2 percent and 6.4 percent in Santa Monica and Malibu, respectively.

District Area Population Highest Median/Mean Household Income (2014)

	City of Santa Monica (N = 46,536)	City of Malibu (N = 5,245)
Median household income (\$)	74,534	130,432
Mean household income (\$)	111,973	228,725
% Families Below the Poverty Line	5.2%	6.4%
Total	100.0%	100.0%

Source: 2014 American Community Survey (Census)

Employment in District area

Industry

Within Santa Monica College's district area, the professional, scientific, and technical services industry claimed the highest number of jobs (18,428) in the year 2015. This industry is expected to grow by 15 percent by the year 2021. Subcategories of this industry include advertising, public relations, and related services, management, scientific, and technical consulting services, scientific research and development services, computer systems design and related services, legal services, architectural, engineering, and related services, and accounting, tax preparation, bookkeeping, and payroll services.

The industry with the fewest jobs in the district area was mining, quarrying, and oil and gas extraction (141 jobs in 2015), however, this industry is expected to experience a 13 percent growth by the year 2021.

2015 Jobs in District Area by Industry

NAICS	Description	2015 Jobs	2021 Jobs	2015 - 2021 Change	2015 - 2021 % Change
54	Professional, Scientific, and Technical Services	18,428	21,167	2,739	15%
72	Accommodation and Food Services	16,884	19,044	2,160	13%
62	Health Care and Social Assistance	15,354	17,855	2,501	16%
51	Information	12,272	12,621	349	3%
44	Retail Trade	11,741	12,659	918	8%
90	Government	9,603	9,762	159	2%
81	Other Services (except Public Administration)	7,964	8,538	574	7%
61	Educational Services	7,034	8,229	1,195	17%
71	Arts, Entertainment, and Recreation	5,042	5,424	382	8%
56	Administrative and Support and Waste Management and Remediation Services	4,430	4,796	366	8%
53	Real Estate and Rental and Leasing	4,028	4,193	165	4%
52	Finance and Insurance	3,855	3,776	(79)	(2%)
23	Construction	3,089	3,276	187	6%
55	Management of Companies and Enterprises	2,436	2,300	(136)	(6%)
42	Wholesale Trade	1,586	1,731	145	9%
31	Manufacturing	1,190	1,028	(162)	(14%)
48	Transportation and Warehousing	728	803	75	10%
99	Unclassified Industry	520	560	40	8%
22	Utilities	216	254	38	18%
11	Crop and Animal Production	213	145	(68)	(32%)
21	Mining, Quarrying, and Oil and Gas Extraction	141	160	19	13%
	Total	126,754	138,318	11,564	9%

Source: Economic Modeling Specialists Intl (EMSI) Quarterly Census of Employment and Wages (QCEW) Q1 2016 Data Report for zip codes in Santa Monica and Malibu

Top Occupations

The table below describes the top ten occupations employed in the district area in 2015. The top occupations in the district area according to employment is retail salespersons (4,225 jobs

in 2015), followed by waiters and waitresses (3,991), and office clerks (3,208). The table below describes the top ten occupations employed in the district area in 2015.

2015 Top Ten Occupations in District Area

Occupation	2015 Jobs	2021 Jobs	2015 - 2021 Change	2015 - 2021 % Change
Retail Salespersons	4,225	4,225	346	9%
Waiters and Waitresses	3,991	3,991	469	13%
Office Clerks, General	3,208	3,208	202	7%
Cashiers	2,288	2,288	122	6%
Combined Food Preparation and Serving Workers, Including Fast Food	2,494	2,494	365	17%
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	2,356	2,356	250	12%
General and Operations Managers	2,246	2,246	197	10%
Postsecondary Teachers	2,238	2,238	241	12%
Maids and Housekeeping Cleaners	1,916	1,916	86	5%
Registered Nurses	1,987	1,987	195	11%

Source: Economic Modeling Specialists Intl (EMSI) Quarterly Census of Employment and Wages (QCEW) Q1 2016 Data Report for zip codes in Santa Monica and Malibu

Fastest Growing Occupations

The fastest growing occupation (the largest estimated percent change in numbers of job between 2015 and 2021) is personal care aides (+53 percent), followed by market research analysts and marketing specialists (21 percent).

2015 Top Ten Fastest Growing Occupations in District Area

Occupation	2015 Jobs	2021 Jobs	2015 - 2021 Change	2015 - 2021 % Change
Personal Care Aides	848	1,298	451	53%
Market Research Analysts and Marketing Specialists	972	1,175	203	21%
Cooks, Restaurant	1,743	2,060	317	18%
Combined Food Preparation and Serving Workers, Including Fast Food	2,129	2,494	365	17%
Waiters and Waitresses	3,522	3,991	469	13%
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	2,106	2,356	250	12%
Postsecondary Teachers	1,997	2,238	241	12%
General and Operations Managers	2,049	2,246	197	10%
Retail Salespersons	3,878	4,225	346	9%
Office Clerks, General	3,007	3,208	202	7%

Source: Economic Modeling Specialists Intl (EMSI) Quarterly Census of Employment and Wages (QCEW) Q1 2016 Data Report for zip codes in Santa Monica and Malibu

Comparison of Santa Monica College's District Area and Its Credit Student Population

The current section compares the demographic profile of the College's District area to the demographic profile of the credit student population enrolled in 2014-2015. The district area data were obtained from the 2014 American Community Survey (the United States Census Bureau).

Gender

The proportion of women in the total district area (52.1 percent) is similar to the proportion of women in the credit student population at Santa Monica College (52.9 percent).

Gender Distribution, 2014 District Area Population vs. SMC 2014-2015

	Total District Area 2014 (N = 104,449)	SMC 2014-2015 (N = 42,756)
Female	52.1%	52.9%
Male	47.9%	47.1%
Total	100.0%	100.0%

Source: District area data were obtained from the 2014 American Community Survey (Census); the college student data were obtained from the Management Information System (MIS)

Ethnicity/Race

When compared to the district area population, Santa Monica College enrolls disproportionately more students in all of the non-white ethnicity/race groups. The Asian/Pacific Islander group is overrepresented in the credit student population by 5.6 percent, the Black group by 6.1 percent, and the Hispanic group by 23.0 percent, when compared to the district area population.

Ethnicity/Race Distribution, 2014 District Area Population vs. SMC 2014-2015

	Total District Area 2014 (N = 104,449)	SMC 2014-2015 (N = 42,756)
Asian/Pacific Islander	9.0%	14.6%
Black	3.6%	9.7%
Hispanic	13.7%	36.7%
Native American	0.0%	0.2%
Other	0.2%	NA
Two or More Race	3.6%	4.1%
White	69.9%	28.4%
Unreported	NA	6.3%
Total	100.0%	100.0%

Source: District area data were obtained from the 2014 American Community Survey (Census); the college student data were obtained from the Management Information System (MIS)

Age Group

Disproportionately more of Santa Monica College’s credit student population belong to the youngest age groups when compared to the district area population. Students in the “under 20”, 20 to 24, and 25-34 age groups claimed higher proportions of the credit population than they did among the population within the College’s district area (with respective differences of 12.6 percent, 35.2 percent, and 2.3 percent).

Age Group Distribution, 2014 District Area Population vs. SMC 2014-2015

	Total District Area 2014 (N = 104,449)	SMC 2014-2015 (N = 42,756)
Under 20	15.9%	28.5%
20-24	6.7%	41.9%
25-34	17.9%	20.2%
35-44	15.1%	6.1%
45-54	14.8%	3.4%
55+	29.6%	10.6%
Total	100.0%	100.0%

Source: District area data were obtained from the 2014 American Community Survey (Census); the college student data were obtained from the Management Information System (MIS)

Percentage of District Area High School Graduates Enrolling at Santa Monica College

One high school district, Santa Monica Unified School District (SMMUSD), is served by Santa Monica College. The SMMUSD has three high schools: Santa Monica High School, Malibu High School, and Olympic Continuation School. Each year, SMMUSD graduates an average of approximately 900 seniors. On average (class of 2008-2009 to class of 2013-2014), 31.2 percent of high school graduates from the SMMUSD attend Santa Monica College within one year of graduating.

SMMUSD Graduates Enrolling at SMC (Class of 2008/2009 to Class of 2013-2014)

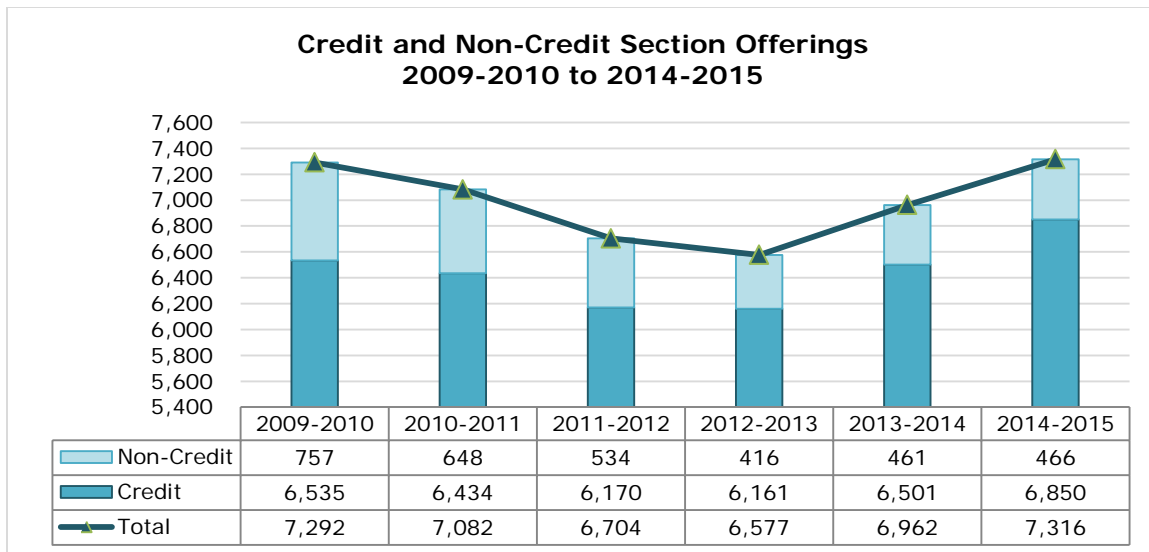
	Class of 2008- 2009	Class of 2009- 2010	Class of 2010- 2011	Class of 2011- 2012	Class of 2012- 2013	Class of 2013- 2014
High School Graduates from SMMUSD	895	927	916	898	930	880
Enrolled at SMC within One Year	284	279	277	297	297	265
% Enrolled at SMC within One Year	31.7%	30.1%	30.2%	33.1%	31.9%	30.1%

Source: California Department of Education Data Quest and Management Information System (MIS)

Instructional Offerings

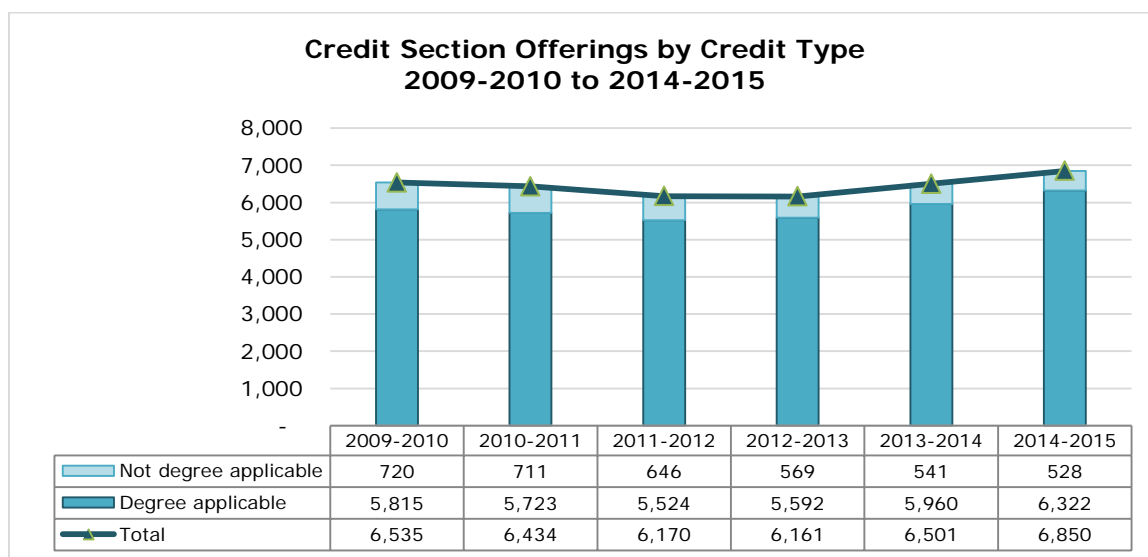
Credit and Non-Credit Section Offerings by Credit Type

Over the last six academic years, the total number of section offerings increased slightly by 0.3 percent, from 7,292 in 2009-2010 to 7,316 in 2014-2015. The number of credit section offerings increased by 4.8 percent (from 6,535 in 2009-2010 to 6,850 in 2014-2015), while the number of non-credit section offerings decreased by 38.4 percent (from 757 in 2009-2010 to 466 in 2014-2015). The decrease in non-credit sections can be largely attributed to the reduction of course offerings at the Emeritus College and elementary and secondary basic skills courses.



Source: Management Information System

Between 2009-2010 and 2014-2015, the number of section offerings in credit, degree-applicable courses increased by 8.7 percent, while the number of section offerings in credit, non-degree applicable courses decreased by 26.7 percent.

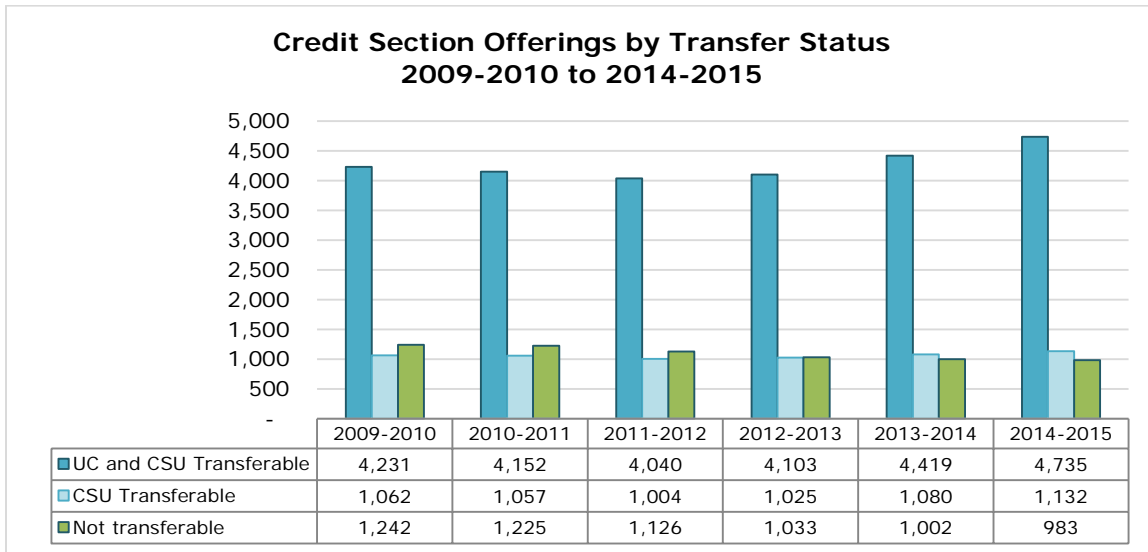


Source: Management Information System

Credit Section Offerings by Transfer Status

The largest proportion of credit section offerings are transferable to the University of California (UC) and California State University (CSU) systems on the basis of articulation agreements (69.1 percent or 4,735 out of 6,850 credit sections in 2014-2015). Over the last six academic years, the number of section offerings that were UC/CSU transferable increased by 11.9 percent (from 4,231 in 2009-2010 to 4,735 in 2014-2015). The number of CSU transferable class sections offered also increased, by 6.6 percent (from 1,062 in 2009-2010 to 1,132 in 2014-2015). The number of credit section offerings that were non-transferable

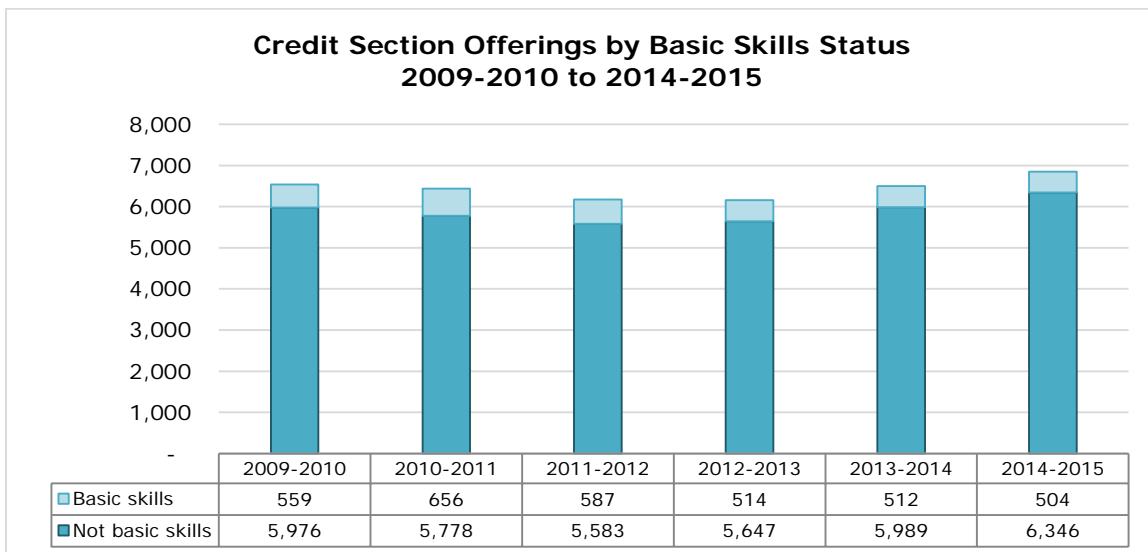
decreased during the same period by 20.9 percent, from 1,242 in 2009-2010 to 983 in 2014-2015.



Source: Management Information System

Credit Section Offerings by Basic Skills Status

A large majority of credit section offerings are college-level and not basic skills (92.6 percent in 2014-2015). Over the last six academic years, the number of section offerings that were not basic skills increased by 9.8 percent (from 5,976 in 2009-2010 to 6,346 in 2014-2015) while the number of credit section offerings that were basic skills decreased by 6.2 percent, from 559 in 2009-2010 to 504 in 2014-2015.



Source: Management Information System

Credit Section Offerings by Occupational Category

A little over one-quarter of all credit section offerings at Santa Monica College is occupational. Over the last six academic years, Santa Monica College did not offer any

apprenticeship class sections. During the same period, the numbers of credit section offerings in clearly occupational and non-occupational courses increased by 15.6 percent and 6.2 percent, respectively, while the numbers of credit section offerings in advanced and possibly occupational courses experienced a decline of 10.9 percent and 12.0 percent, respectively. In 2010, the CTE faculty discovered that many Career Technical Education (CTE) courses were miscoded in terms of occupational category. As a result, the CTE faculty and Academic Affairs worked in 2011, and again in 2015, to revise the codes to better accurately reflect the degree to which a CTE course is occupational.

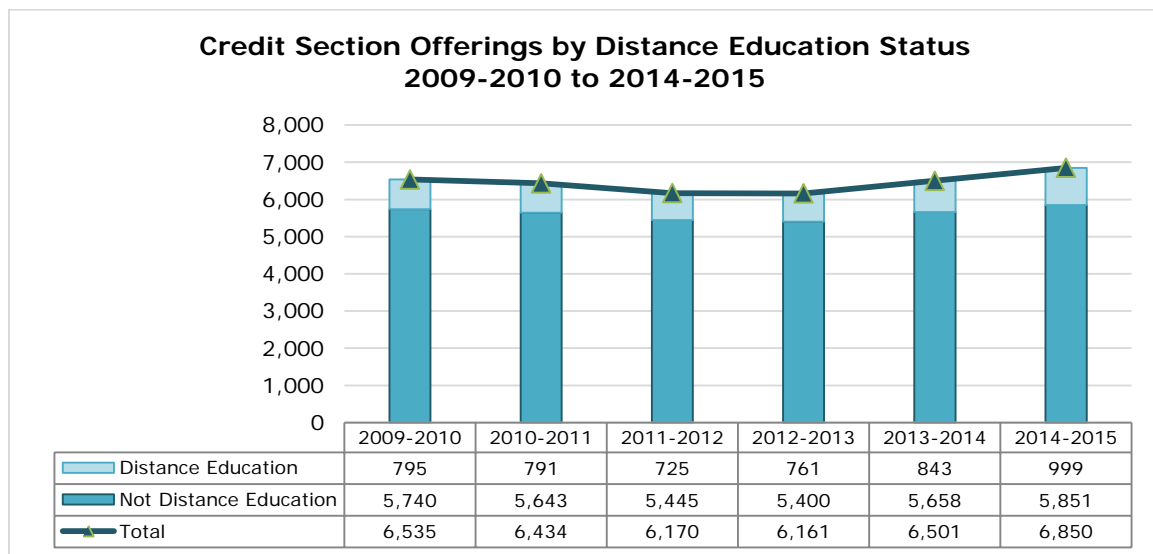
Credit Section Offerings by Occupational Category, 2009-2010 to 2014-2015

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Apprenticeship	0	0	0	0	0	0
Advanced occupational	682	686	617	584	580	608
Clearly occupational	737	719	726	766	799	852
Possibly occupational	250	248	246	215	216	220
Non-occupational	4,866	4,781	4,581	4,596	4,906	5,170
Total	6,535	6,434	6,170	6,161	6,501	6,850
% Occupational	25.5%	25.7%	25.8%	25.4%	24.5%	24.5%

Source: Management Information System

Credit Section Offerings by Distance Education Status

Distance Education courses at Santa Monica College are identified as courses offered exclusively online or in a hybrid mode (blend of face-to-face and online instruction). Over the last six years, the number of credit section offerings that were offered via distance education increased by 25.7 percent, from 795 in 2009-2010 to 999 in 2014-2015. In 2014-2015, the proportion of credit section offerings that were distance education was 14.6 percent, an increase of 2.4 percent when compared to the proportion of distance education section offerings in 2009-2010.



Source: Management Information System

Student Achievement: Awards and Transfer

To ensure educational quality, Santa Monica College engages in a systematic process of assessing institutional effectiveness. The process involves analyses of longitudinal data related to the fundamental areas of the College, including student achievement. Each year, the College monitors its performance on over 20 student learning and success metrics, evaluating performance against institution-set standards and aspirational target goals.

The institution-set standards for student achievement metrics were initially set by the Institutional Effectiveness Committee in spring of 2013. To define the standards, a common formula based upon the percentage of the average performance over several baseline years was initially applied to all metrics. Each year, the committee as well as central stakeholders review the appropriateness of each standard and adjust standards in cases where the standard are deemed to be too low or unreasonably high while considering external factors that may affect performance on the metrics (i.e., budget cuts, changes in enrollment priority policies, implementation of new programs).

The College publishes its performance on metrics, evaluated against the institution-set standards and target goals, on the [Institutional Effectiveness Dashboard](#).¹

The following section describes the College's performance on the student achievement metrics related to awards and transfer.

Degrees and Certificates

Over the last six academic years, the number of associate degrees awarded at Santa Monica College increased by 57.7 percent, from 1,409 in 2009-2010 to 2,222 in 2014-2015. The increase in degrees awarded in 2014-2015 can be directly attributed to the successful implementation of the Auto-Award Degree Initiative that was implemented during the 2014-2015 academic year. The initiative involved a regressive degree audit for all former students who stopped attending the College during the 2013-2014 academic year, identifying potential candidates for graduate based on coursework completed at the College. Evaluators then reviewed student transcripts to verify that the potential candidates were indeed qualified to receive a degree/certificate, and contacted these students to inform them of the award they earned. In 2014-2015, a total of 791 degrees (or 35.6 percent of total degrees awarded) were auto-awarded.

Associate Degrees Awarded, 2009-2010 to 2014-2015

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Associate in Science for Transfer (A.S.-T) Degree	0	0	3	54	84	176
Associate in Arts for Transfer (A.A.-T) Degree	0	0	0	23	26	111
Associate of Science (A.S.) Degree	0	0	1	52	331	362
Associate of Arts (A.A.) Degree	1,409	1,243	1,225	1,078	993	1,573
Total	1,409	1,243	1,229	1,207	1,434	2,222

Source: Management Information System

The number of transfer associate degrees has also increased in recent years. Transfer associate degrees were first offered in 2011-2012, and new degree programs in this category have been added each year since then. Over the last six academic years, the number of

certificates of achievements awarded at Santa Monica College increased by nearly 500 percent, from 257 in 2009-2010 to 1,515 in 2014-2015.

In 2010-2011, the College began offering two transfer-related certificates of achievement, the IGETC (UC) and CSU General Education certificates, which explain the sharp increase in certificates awarded in 2010-2011 and subsequent years when compared to 2009-2010. The Auto-Award Degree Initiative applied to certificates as well. In 2014-2015, a total of 127 certificates were auto-awarded. The numbers of certificates awarded would have experienced a decrease in 2014-2015 had the auto-award initiative not been implemented.

Certificates of Achievements Awarded, 2009-2010 to 2014-2015

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Certificates of Achievement	257	1,397	1,505	1,373	1,528	1,515

Source: Management Information System

Transfers to Four-Year Institutions

Between 2009-2010 and 2014-2015, the number of Santa Monica College students who transferred to a four-year college or university increased by 25.1 percent, from 2,484 in 2009-2010 to 3,107 in 2014-2015. During the same period, the number of transfers to each of institution type experienced an increase (2 percent increase for UC, 53.2 percent increase for CSUs, 32.1 percent increase for California private institutions, and 24.6 percent increase for out-of-state institutions). Transfer volume is influenced by numerous external factors such as impacted status and limited capacity, system budget cuts, and changes in admission standards at the UC/CSU systems.

Transfers to Four-Year Institutions by Institution Type, 2009-2010 to 2014-2015

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
UC	1,053	1,009	1,076	1,059	1,037	1,074
CSU	780	1,054	1,100	854	1,022	1,195
California privates	358	385	311	357	250	473
Out-of-states	293	318	306	320	297	365
Total	2,484	2,766	2,793	2,590	2,606	3,107

Source: CSU Analytics Studies website, UC Office of the President, and California Community College Chancellor's Office (CCCCO) Data Mart

Instructional Locations

Santa Monica College provides instruction on its main campus and five satellite sites.

Main Campus

1900 Pico Boulevard
Santa Monica, CA 90405

Airport Arts Campus

2800 Airport Avenue
Santa Monica, CA 90405

Performing Arts Center

1310 11th Street
Santa Monica, CA 90401

Emeritus College

1227 2nd Street
Santa Monica, CA 90401

Center for Media & Design

1660 Stewart Street
Santa Monica, CA 90404

Santa Monica Bundy Campus

3171 S. Bundy Drive
Los Angeles, CA 90066

Specialized or Programmatic Accreditation

Two academic programs at Santa Monica College are currently accredited by a specialized accrediting agencies. The Associate in Science degree in Nursing Program, better known as the “ADN program,” is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN), which was reaffirmed on September 18, 2014.

Santa Monica College also maintains a long standing partnership with East Los Angeles College to provide the (ELAC/SMC) Respiratory Therapy Program, which is accredited by the Commission on Accreditation for Respiratory Care, reaffirmed on November 21, 2014.

The Early Childhood/Education Department is in the process of seeking accreditation through the National Association for the Education of Young Children (NAEYC). NAEYC accredits high-quality Associate Degree Programs that prepare early childhood educators. NAEYC’s site visit is scheduled for Spring 2017.

The College’s new baccalaureate degree in Interaction Design has received interim accreditation from the ACCJC and a site visit is scheduled to occur at the same time as the External Evaluation Team visit in October 2016.

Organization of the Self Evaluation Process



Organization of the Self Evaluation Process

Santa Monica College is pleased to submit this 2016 Institutional Self Evaluation report as part of its reaffirmation of accreditation. The College is a self-reflective institution and has been engaged in dialogue and research to assess and document how it meets the Accreditation Standards established by the Accrediting Commission for Community and Junior Colleges (ACCJC).

A key component of this effort has been in operation since March 2011, when the College established the scope of the Academic Senate Joint Institutional Effectiveness Committee to work with all district units in the formulation, assessment, and analyses of multiple effectiveness measures to inform the Program Review and Institutional Planning processes as well as to aid in the preparation of periodic accreditation self-studies. Focused efforts of this committee that directly contribute to the Accreditation Self Evaluation efforts include the development and ongoing assessment of key indicators of institutional effectiveness; guiding the development and assessment of student learning outcomes, program outcomes, and administrative unit outcomes; ensuring that outcomes are aligned with the Mission of the College; and coordinating these annual assessments with other institutional processes so that together they present an accurate picture of the effectiveness of the College, which can then be used to guide future planning and resource allocation.

Planning for the Self Evaluation report began during Fall 2013, when the then-Accreditation Liaison Officer (ALO) and the Accreditation Co-Chairs met to assemble the initial roster of Standard Co-Chairs and other members of the Accreditation Steering Committee, as well as identify co-chairs to head the subcommittees assigned to each of the standard subsections. The Superintendent/President, the ALO, and the Accreditation Co-Chairs agreed to follow the longstanding tradition of appointing a faculty member and an administrator as co-chairs of each committees and subcommittees.

With this organizational structure set, the Steering Committee and Accreditation Standards Committees began identifying key college individuals to contribute to this effort and soliciting volunteers to serve where additional expertise was deemed necessary. Outreach was made to administrators and managers, classified staff, faculty and students.

The first event associated specifically with the current Self Evaluation process was the ACCJC-led training in March 2014 at Glendale Community College. This was followed by an orientation with all members of the Steering Committee and the Accreditation Standards subcommittees. After that meeting, the Steering Committee laid out its master schedule and began the work in earnest to gather, assess, and document with evidence, how and to what extent the College was meeting each of the standards.

In August 2014, the College suddenly and unexpectedly lost a valued and respected colleague, Randal Lawson. Dr. Georgia Lorenz assumed the role of Accreditation Liaison Officer following the loss of the College's beloved colleague.

As reflected in the Self Evaluation timeline, the Steering Committee met frequently to assess progress and plan next steps. These meetings were held bi-weekly through December 2014 and then weekly through March 2016, as the Steering Committee responded to the new standards and requirements set forth by the ACCJC.

The Committee was in the process of reviewing second drafts of the responses when the ACCJC released the revised Guide to Evaluating and Improving Institutions in July 2015 which included sample questions and examples of evidence. This information helped reframe the College's responses to the Accreditation Standards and the College had a single editor work with the subcommittees to respond to the prompts set forth in the ACCJC Guide. The fourth draft responses to each standard were then vetted by the Steering Committee.

The Steering Committee discussions focused on several key issues that arose time and again and which were eventually identified as the two action plans that comprise the Quality Focus Essay. The initial draft of the QFE was completed in Spring 2016 and an overview of the Action Plans were shared with the College's Senior Staff, DPAC the Management Association, and the Board of Trustees.

Throughout the process, the Accreditation Steering Committee members reported progress on the Self Evaluation effort through various college committees. Reports from the Steering Committee Co-Chairs were a standing agenda item on DPAC's agenda and several reports were delivered to the Board of Trustees. Status on the Accreditation Self Evaluation efforts were also reported regularly at the Management Association meetings and at Academic Senate meetings. The ALO and Steering Committee Co-Chairs also met with the both the former and current Superintendent/Presidents and members of Senior Staff to discuss the progress of the Self Evaluation effort and the QFE.

To ensure that the college community was aware of and actively involved in the Accreditation process, breakout sessions, conducted by various Accreditation Self Evaluation Steering Committee members, were held during the biannual institutional "flex day" events (Institutional Opening Day in the Fall and the Institutional Flex Day in the Spring). The Steering Committee also held a series of "Brown Bag" discussions with the college community about the drafts, which provided an opportunity for further reflection and input.

Communicating the findings of the Self Evaluation continue to be a top priority for the College. The final draft of the Self Evaluation report was presented to and accepted by the Board of Trustees at the June 2016 meeting. The Accreditation Steering Committee and the college community is now focusing on preparing for the External Evaluation Team site visit. Accreditation will be a primary focus the Institutional Opening Day in Fall 2016.

In summary, the report is an accurate appraisal of the College, a chronicle of where the College has been and a vision of where the College intends to go.

The following timeline summarizes the key dates of the evaluation process.

Timeline for Accreditation Self Evaluation

- | | |
|-------------|--|
| Fall 2013 | <ul style="list-style-type: none">• Appointment of faculty and administration Steering Committee Co-Chairs• Steering Committee members identified: Co-chairs and subsection co-chairs; recruitment of college representatives. |
| Spring 2014 | <ul style="list-style-type: none">• Members of the Accreditation Steering Committee attend the Self Evaluation workshop presented by the ACCJC at Glendale Community College (March 2014)• Accreditation Steering Committee and Subcommittee Orientation (May 2014)• Monthly meetings of the Accreditation Steering Committee commence |

- Fall 2014
- Fall Opening Day Session: “Accreditation: What is it? Why should I care?”
 - Steering Committee members provide updates on Accreditation to DPAC and planning subcommittees, Management Association, Academic Senate Committees
- Spring 2015
- ALO and Steering Committee Co-Chair attend the ACCJC Training in San Diego, CA
 - Spring Flex Day Breakout Sessions: “Accreditation: Through the Looking Glass”
- Summer 2015
- Steering Committee continues to meet weekly to review second draft versions.
 - Special Steering Committee meeting to discuss the newly released Guide to Evaluating & Improving Institutions
- Fall 2015
- Weekly meetings of the Accreditation Steering Committee continue
 - Institutional Opening Day Breakout Session: “Accreditation: Turning Data into Action”
 - Conduct Brown Bag Sessions on Standards I
- Spring 2016
- Steering Committee meets weekly to review 3rd drafts of standards
 - Conduct Brown Bag Sessions on Standards II, III, and IV
 - Spring Flex Day Session: “SMC’s Self Evaluation: Fun Facts, Lessons Learned, Pertinent Plans”
 - Steering Committee Co-Chairs present Board Report (April 2016)
 - Board Acceptance of the Self-Evaluation Report (June 2016)
- Summer 2016
- Certification of Self Evaluation Report by College Superintendent/President, Board of Trustees Chair, Academic Senate President, Associated Student President, ALO
 - Organize evidence, establish electronic links
 - Submit Santa Monica College Self Evaluation Report to ACCJC
 - Disseminate Self Evaluation Report via the Web
 - Mock visit interviews with interested staff
- Fall 2016
- Institutional Opening Day presentations (August)
 - External Evaluation Team Site Visit (October 3 – 6)
 - Accreditation Self Evaluation Steering Committee Debrief
- Spring 2017
- Receive letter from ACCJC documenting action taken on Santa Monica College’s Self Evaluation Report and External Evaluation Team’s Recommendations (anticipated January 2017)
 - Share results with campus community; post ACCJC letter on Santa Monica College website (anticipated January/February 2017)

Core Accreditation Self Evaluation Participants

<p>Accreditation Liaison Officers</p> <ul style="list-style-type: none"> • Randal Lawson (2013-2014), Executive Vice President • Georgia Lorenz (2014-Present), Vice President, Academic Affairs
<p>Accreditation Self Evaluation Co-Chairs</p> <ul style="list-style-type: none"> • Eve Adler, Past AS President and Faculty Member, Nursing Program • Erica LeBlanc, Dean, Academic Affairs
<p>Accreditation Self Evaluation Co-Editors</p> <ul style="list-style-type: none"> • Eleni Hioureas, Faculty Member and Vice Chair, English Department • Laurie McQuay-Peninger, Associate Dean, Grants
<p>Evidence Coordination and Administrative Assistant to the Steering Committee</p> <ul style="list-style-type: none"> • Rebecca Weiland, Administrative Assistant III, Academic Affairs
<p>Institutional Research and Statistical Support</p> <ul style="list-style-type: none"> • Hannah Lawler, Dean, Institutional Research
<p>Academic Senate Presidents</p> <ul style="list-style-type: none"> • Eve Adler (2013-2014), Faculty Member, Nursing Program • Fran Chandler (2014-2016), Faculty Member, Business
<p>Graphic Design and Production Coordination</p> <ul style="list-style-type: none"> • Don Girard, Senior Director, Government Relations and Institutional Communications • Jonathan Ng, Graphic Designer • Ming Yea Wei, Marketing Design Analyst
<p>Community Relations, Web and Internal Communication Support</p> <ul style="list-style-type: none"> • Kiersten Elliott, Dean, Community and Academic Relations • Regina Ip, Web/Social Media Manager • Grace Smith, Public Information Officer
<p>Associated Students Presidents</p> <ul style="list-style-type: none"> • Ty Moura (2013-2014) • Ali Khan (2014-15) • Jesse Randel (2015-2016) • Terrance Ware (2016-17)
<p>Standard I: Mission, Academic Quality, Institutional Effectiveness and Integrity</p> <ul style="list-style-type: none"> • Eric Oifer, Standard I Co-Chair and Faculty Member, Philosophy and Social Sciences • Katharine Muller, Standard I Co-Chair and Special Assistant to the President <p>Standard IA: Mission</p> <ul style="list-style-type: none"> • Christine Schultz, Standard IA Co-Chair and Faculty Member/Department Chair, Philosophy and Social Sciences • Roberto Gonzalez, Standard IA Co-Chair and Dean, Student Success Initiatives <p>Standard IB: Assuring Academic Quality and Effectiveness</p> <ul style="list-style-type: none"> • Teresa Garcia, Standard IB Co-Chair and Faculty Lead, Scholar's Program • Hannah Lawler, Standard IB Co-Chair, Dean, Institutional Research <p>Standard IC: Institutional Integrity</p> <ul style="list-style-type: none"> • Greg Brookins, Standard IC Co-Chair and Faculty Member, Business • Deyna Hearn, Standard IC Co-Chair and Dean of Students

Standard II: Student Learning Programs and Services Co-Chairs

- Mary Colavito, Standard II Co-Chair and Faculty Member/Department Chair, Life Science
- Michael Tuitasi, Standard II Co-Chair and Vice President, Student Affairs

Standard IIA: Instructional Programs

- Jamey Anderson, Standard IIA Co-Chair and Faculty Member/Department Chair, Physical Sciences
- Jenny Merlic, Standard IIA Co-Chair and Dean, Instructional Services

Standard IIB: Library and Learning Resources

- Patricia Burson, Co-Chair and Librarian (2013 – 2015), Interim Dean, Library and Information Services
- Denise Kinsella, Co-Chair and Associate Dean, International Education

Standard IIC: Student Services

- Jose Cue, Standard IIC Co-Chair and Faculty Member, Counseling
- Brenda Benson, Standard IIC Co-Chair and Senior Administrative Dean, Retention and Student Wellness

Standard III: Resources

- Janet Harclerode, Standard III Co-Chair and Faculty Member/Department Chair, ESL
- Bob Isomoto, Standard III Co-Chair and Vice President, Business/Administration

Standard IIIA: Human Resources

- Melody Nightingale, Standard IIIA Co-Chair and Faculty Member/Department Chair, ESL
- Kelly Brayton, Standard IIIA Co-Chair and Dean, International Education

Standard IIIB: Physical Resources

- Laura Manson, Co-Chair and Faculty Member/Department Chair, Early Childhood Education
- Patricia Ramos, Co-Chair and Dean, Workforce Development

Standard IIIC: Technology Resources

- Jamie Cavanaugh, Standard IIIC Co-Chair and Faculty Member, Design Technology
- Lee Johnston, Standard IIIC Co-Chair and former Director, Management Information Systems

Standard IIID: Financial Resources

- Terry Bernstein, Standard IIID Co-Chair and Faculty Member, Business (retired)
- Kiersten Elliott, Standard IIID Co-Chair, Dean, Community and Academic Relations

Standard IV: Leadership and Governance

- Richard Tahvildaran, Standard IV Co-Chair, and Faculty Member, Philosophy and Social Science
- Teresita Rodriguez, Standard IV Co-Chair and Vice President, Enrollment Development

Standard IVA: Decision Making Roles and Processes

- Lucy Kluckholn, Standard IV Co-Chair and Faculty Member, Life Sciences (retired)
- Sherri Lee-Lewis, Standard IV Co-Chair and Dean, Human Resources

Standard IVB and IVC: Chief Executive Officer and Governing Board

- Guido Davis Del Piccolo, Standard IVB&C Co-Chair and Faculty Member, Philosophy and Social Sciences
- Marcy Wade, Standard IVB&C Co-Chair and Vice President, Human Resources

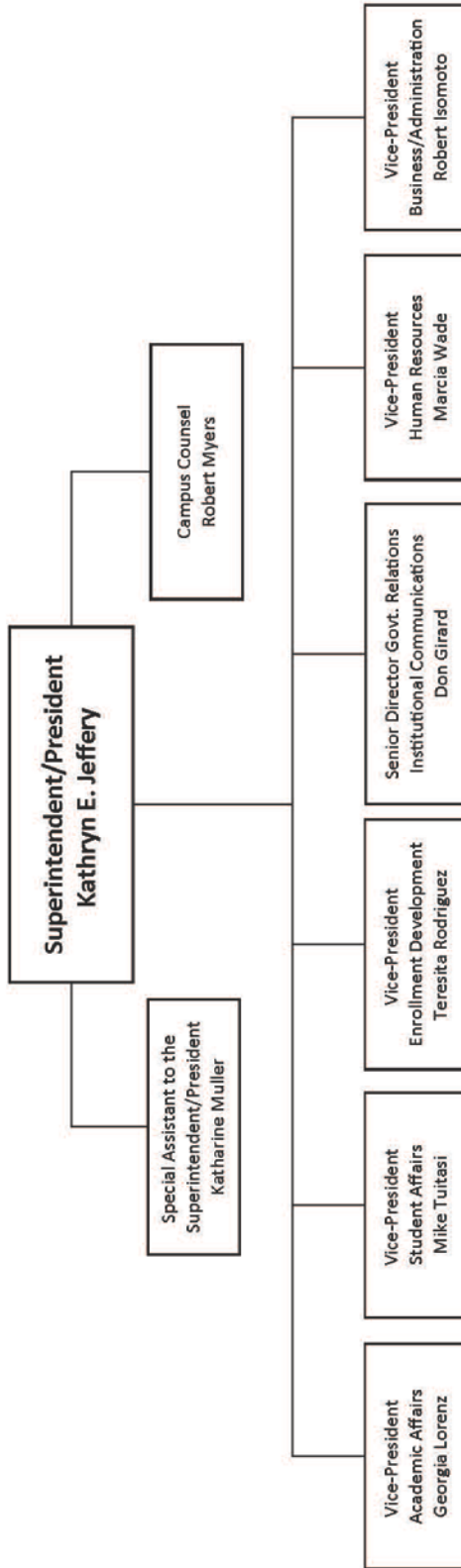


Organizational Information

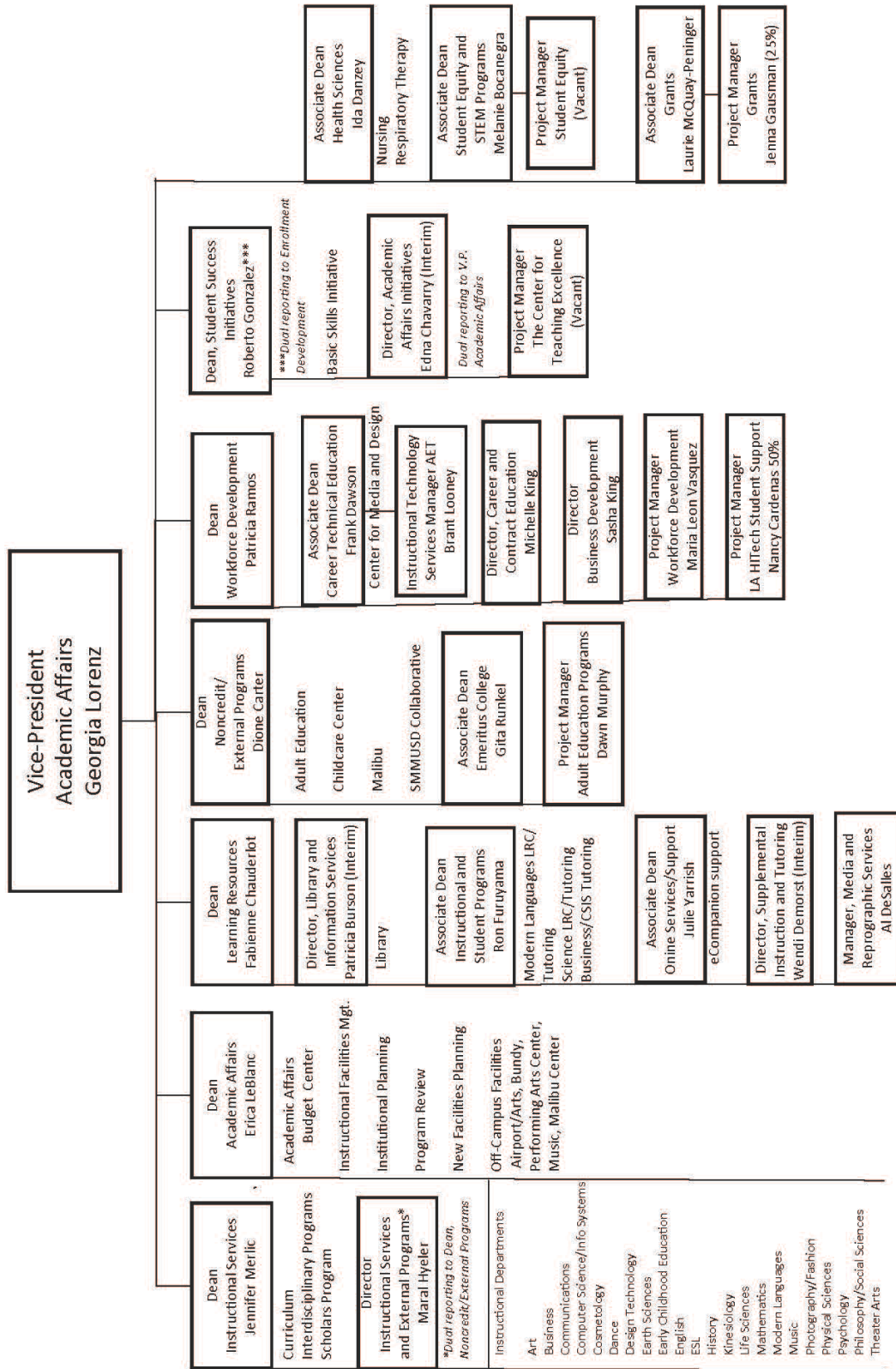


Organizational Chart

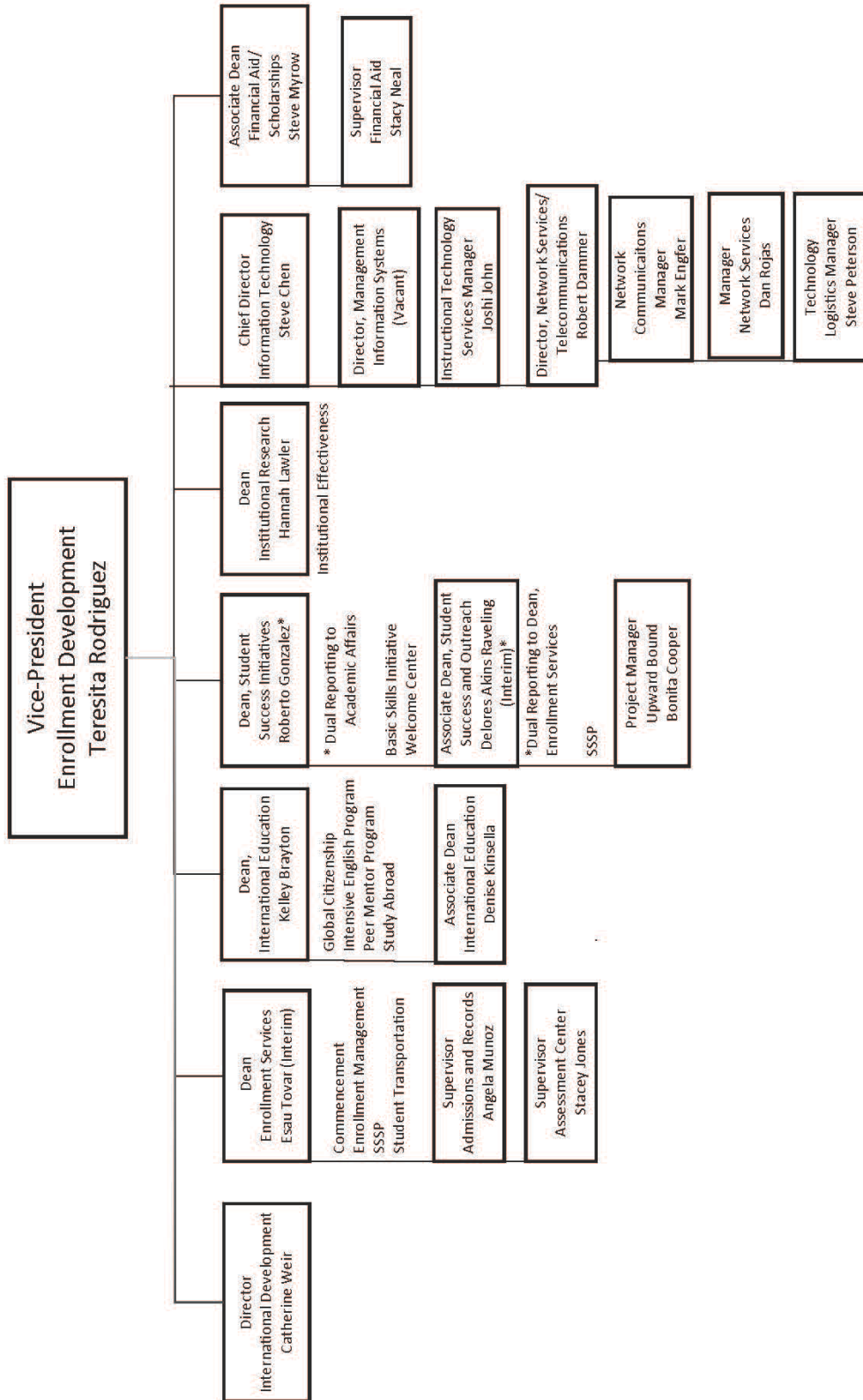
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SENIOR ADMINISTRATIVE STAFF



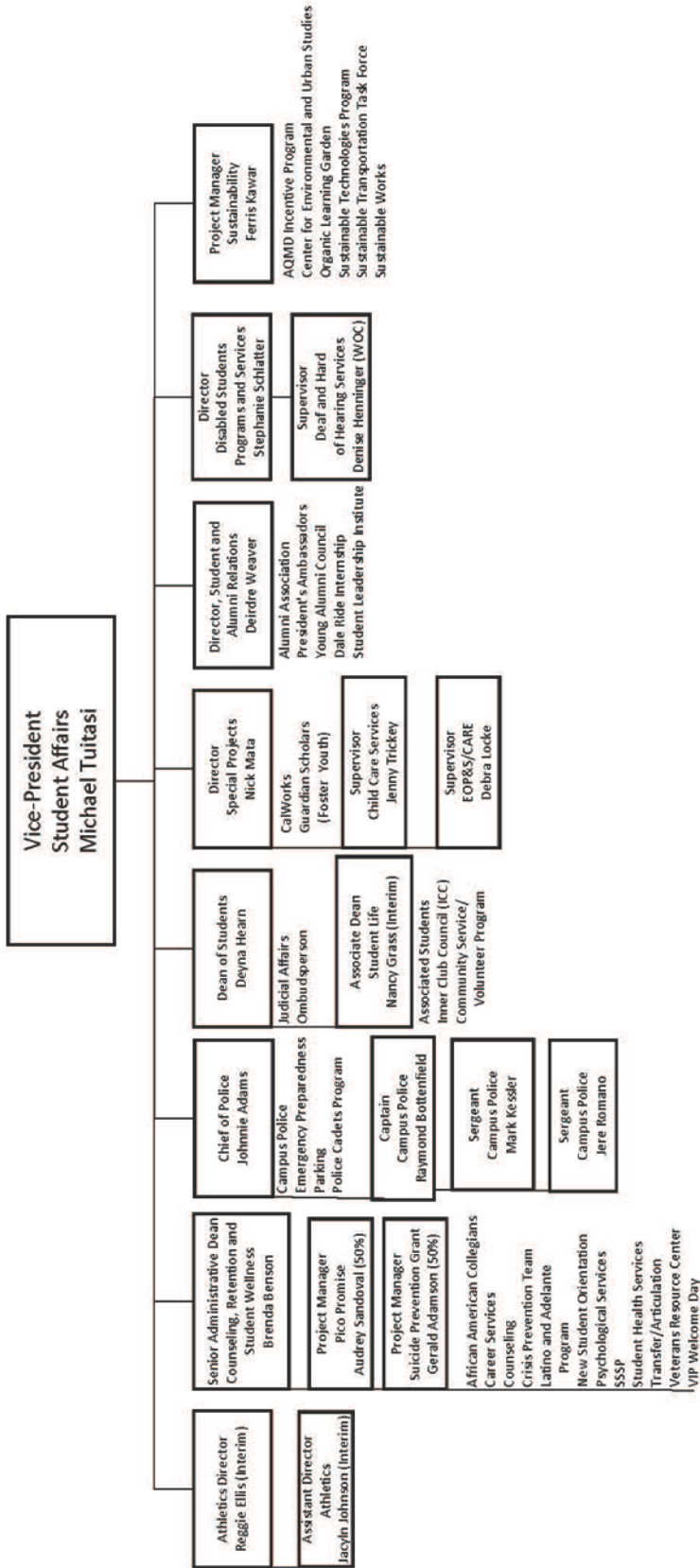
**Santa Monica Community College District
ACADEMIC AFFAIRS**



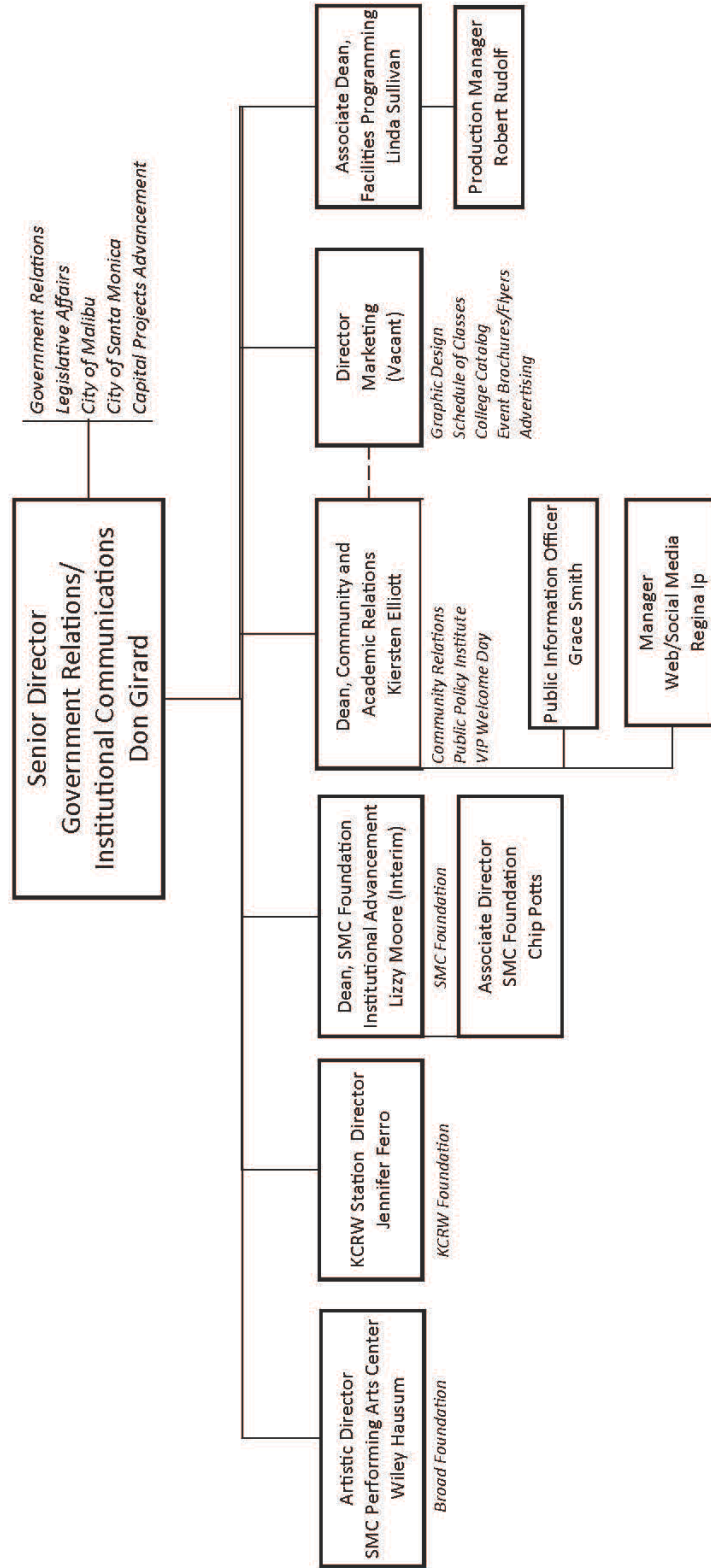
Santa Monica Community College District
ENROLLMENT DEVELOPMENT



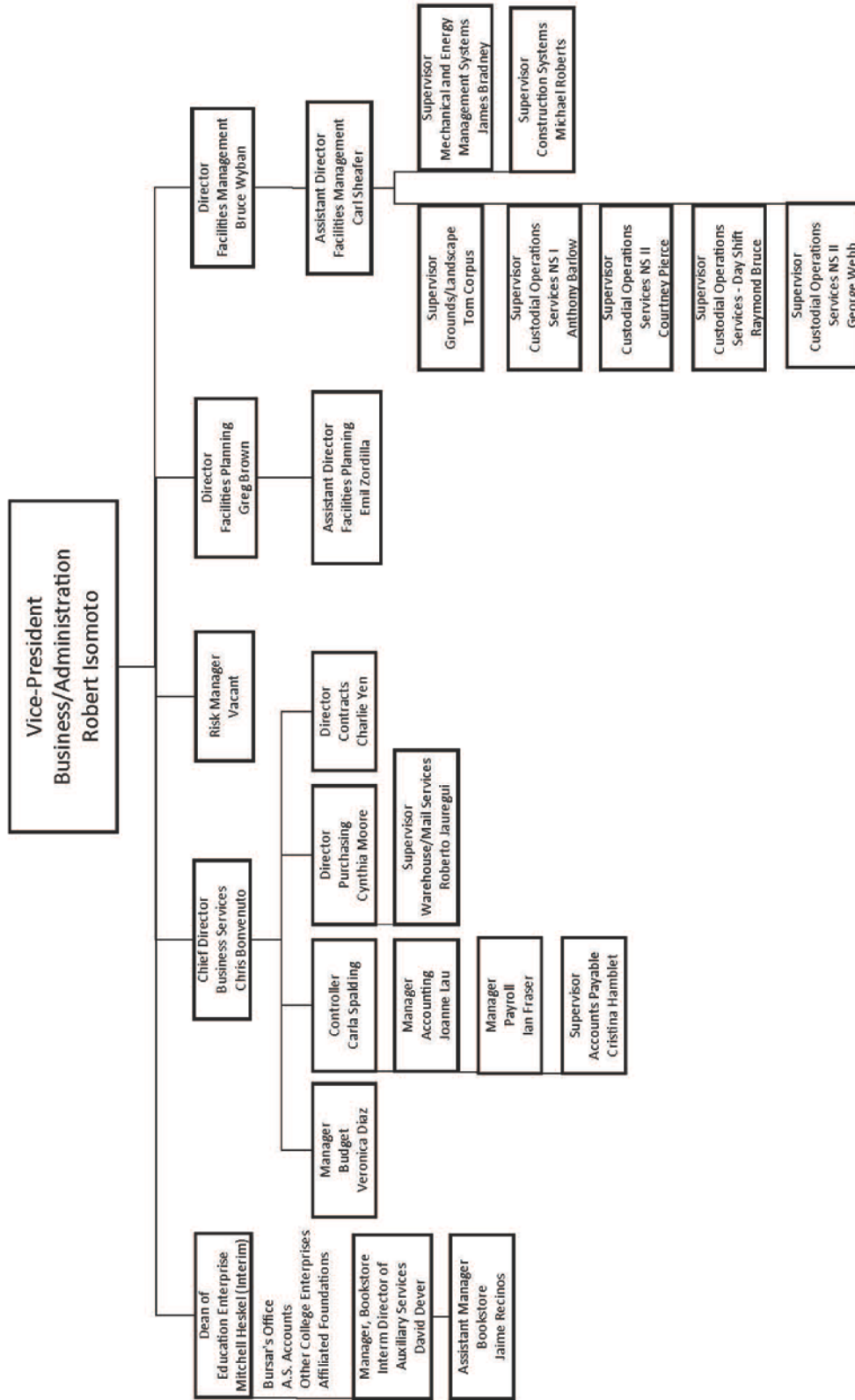
**Santa Monica Community College District
STUDENT AFFAIRS**



Santa Monica Community College District
**GOVERNMENT RELATIONS/
 INSTITUTIONAL COMMUNICATIONS**

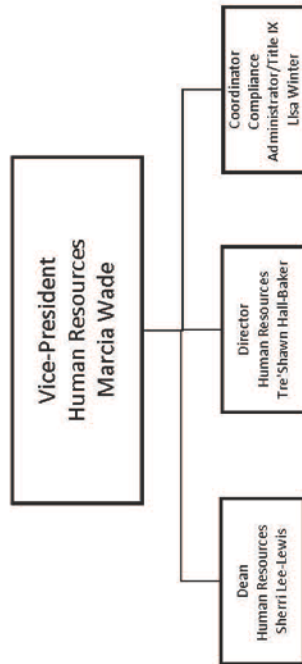


Santa Monica Community College District
BUSINESS/ADMINISTRATION

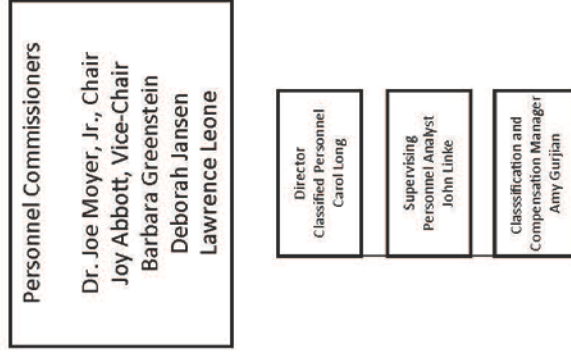


Santa Monica Community College District

HUMAN RESOURCES



PERSONNEL COMMISSION





Eligibility Requirements



Eligibility Requirements 1- 5 for Accreditation

1. Authority

Santa Monica College (SMC) is a public, two-year community college, one of 113 such institutions comprising the California Community Colleges system and [authorized by the State of California](#).² The College operates as an educational institution and awards degrees under the authority of the Board of Governors of the California Community Colleges and is locally governed by an elected Board of Trustees. The College is authorized to operate as a post-secondary educational institution and to award degrees based on [continuous accreditation](#) by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).³

2. Operational Status

In Fall 2014, Santa Monica College had a [student headcount of 42,756](#), with approximately 4,740 student enrolled in noncredit courses and 38,016 enrolled in credit courses.⁴ In the Fall of 2014, 75.4% students declared their [educational goal](#) to be transfer, Associate Degree, or a Certificate.⁵ In Academic Year 2014-2015, the College [awarded 2,222 Associate degrees](#).⁶

3. Degrees

Santa Monica College offers approximately [50 Associate of Arts and Associate of Science Degrees](#).⁷ Additionally, the College offers [15 state-approved Associate Degrees for Transfer](#) to the CSU System.⁸ The college catalog lists [all requirements for all Associate Degrees](#).⁹ The Associate in Arts degrees and Associate in Science involve satisfactory completion of a minimum of 60 semester units with a “C” average or higher, including the semester units required in each area of emphasis and fulfillment of all Santa Monica College general education (GE) requirements, CSU GE, or IGETC. The Associate Degrees for Transfer require a minimum of 60 CSU-transferable semester units with an overall average grade of “C” or higher, 12 of these units must be completed at the College. Student enrolled full-time could complete the requirements in two academic years. During the 2014-2015 academic year 6,850 credit sections were offered.

The College submitted its [Substantive Change Proposal](#)¹⁰ and was [recently granted initial accreditation](#)¹¹ from the ACCJC for its baccalaureate degree in Interaction Design (IXD). The degree requires the completion of 120 units and the length of the proposed program for a full-time student is four years.

4. Chief Executive Officer

The Santa Monica College District Board of Trustees has the responsibility for [hiring](#)¹² and [evaluating](#)¹³ the Chief Executive Officer of the College and delegates full authority to the Superintendent/President to administer Board Policy and to oversee the general operations of the institution. The College’s Board of Trustees appointed [Dr. Kathryn E. Jeffery](#)¹⁴ as the College’s Superintendent/President, on [November 17, 2015](#).¹⁵ Dr. Jeffery took office in February 2016. The Superintendent/President is the chief executive officer of the College,

whose [full-time responsibility is to the institution](#)¹⁶. The Superintendent/President does not serve as the chair of the governing board but does serve as [secretary](#).¹⁷

Since the last comprehensive site visit for accreditation, the College experienced two changes in the position of chief executive officer. In February 2015, Dr. Chui Tsang [announced](#) his decision to retire,¹⁸ after holding the position for nine years. On July 1, 2015,¹⁹ Jeff Shimizu, former Vice President of Academic Affairs, became the [interim Superintendent/President](#). Shimizu held this position for eight months, until Dr. Jeffrey joined the institution. The College immediately [informed the Commission](#) of the changes to chief executive officer.²⁰

5. *Financial Accountability*

Each year, Santa Monica College undergoes and makes available an external financial audit by a certified public accountant, in accordance with the [requirements](#) of the California Community College Chancellor's Office.²¹ The auditing firm conducts the audit using generally accepted accounting principles. The annual [District Audit Reports](#) are presented to the Board of Trustees and is posted on the college website.²²

The College's Financial Aid Office coordinates the approval process and provides assistance to students completing and submitting their Free Application for Federal Student Aid (FAFSA) forms. The Financial Aid Office submits [annual](#)²³ and [six year](#)²⁴ Program Review reports. The College's [three-year default rate](#) on student loans in Fiscal Year 2012 was 10.5%,²⁵ which is below the requirement established by California (<15.5%) as well as the federal requirement (<30%).

Commission Policies



Compliance with Commission Policies

This section responds to the Commission Policies as defined in Appendix A of the Manual for Institutional Self Evaluation. Following each narrative, a table summarizes Santa Monica College’s performance related to each component of the Accrediting Commission for Community and Junior Colleges (ACCJC) Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies (Appendix K). These sections include references to other sections of the Self Evaluation Report, where appropriate.

Policy on Rights and Responsibilities of the Commission and Member Institutions

The College’s accreditation processes are undertaken on a voluntary basis as a commitment to self-regulation, quality assurance to the public and continuous institutional improvement. This process is a primary responsibility of the Santa Monica College Academic Senate and the College Administration and the internal accreditation activities are coordinated through the [Accreditation Steering Committee](#).²⁶ The Superintendent/President and Accreditation Liaison Officer provide the primary means of communication between the ACCJC and the College.

Santa Monica College maintains historical (or past) accreditation reports in the college archive located in the Library. Accreditation reports and correspondence submitted since 2004 are posted on the college website.

The College maintains policies and procedures for student complaints and will make them available to the External Evaluation Visiting Team and the Commission upon request. These are documented on the college [website](#),²⁷ the [college catalog](#),²⁸ and the College’s [Administrative Regulations](#).²⁹

The College has a long and successful history of complying with the Commission’s recommendations and has always complied with the recommendations received from the External Evaluation teams or the Commission.³⁰

Public Notification of an Evaluation Team Visit and Third Party Comment Regulation Citation 602.23(b)
The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
The College solicited third party comment on its Self Evaluation Report through a series of Brown Bag sessions , ³¹ reports to the Board of Trustees during which public comment is invited, ³² an announcement by the Superintendent/President, and posts to the College’s web page on the Accreditation process. ³³
The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
The College will address any follow up required by the external evaluation visiting team regarding third party comments.

The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

In addition to the opportunities for third party comment via Board of Trustee reports and the Brown Bag sessions, President Jeffery notified the campus community and the public of the opportunity to submit third-party comments through a college bulletin and an invitation to comment on the college website.

Policy on Institutional Degrees and Credits

Santa Monica College ensures appropriate breadth and depth by requiring that [degree programs](#) have a minimum of 60 units, with at least 18 units in an area of concentration, and between 18-39 units of general education (GE).³⁴ Three GE course patterns can be followed, including Santa Monica College’s own GE pattern, California State University’s GE pattern, or the IGETC pattern (Intersegmental GE Transfer Curriculum).

The College adheres to established [Board Policies](#)³⁵ to determine the credit hours and follows [Title 5, Section 55063](#) with regard to the minimum requirements for an Associate’s Degree.³⁶

The College also follows the Chancellor’s Office “[Standard Formula for Credit Hour Calculations](#).”³⁷ Though the system used to determine units of credit is based upon an 18-week semester, the College uses a compressed semester calendar, with a semester of approximately 17 weeks in length. As such, every 18 hours of lecture per semester (or just over one hour per week in the College’s 17-week semester system) corresponds to one unit of course credit. For laboratory or arranged hours (both of which refer to ways of scheduling activity time as opposed to lecture time), 54 hours of class time per semester (or just over three hours per week in the 17-week semester) corresponds to one unit of course credit.

The College does not offer courses based on clock hours or direct assessment programs.

Standards and Performance with Respect to Student Achievement
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Regulation Citation 602.16(a)(1)(i); 602.17(f); 602.19(a-e)

The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission.
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To comply with the new regulations set by the U.S. Department of Education and the ACCJC, Santa Monica College has established institution-set standards for all indicators measuring student success and achievement, such as course completion, transfer, and license examination pass rates. Two of these indicators specifically address Distance Education, including Distance Learning Course Success Rate Gap and Distance Learning Course Retention Rate Gap, although data from online courses and programming is included in the other indicators as well. The most current indicators and their corresponding institution-set standards are noted in the Institutional Effectiveness Dashboard ³⁸ on the Santa Monica College website.
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(See Standard IB.3)

The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each

defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

The College has [defined Institution Set-Standards](#) for its many but not all of its academic programs.³⁹ The Academic Senate Joint Institutional Effectiveness Committee initially set standards for 20 college-wide student success metrics in spring of 2013. The committee and key stakeholders review the appropriateness of each standard on an annual basis and make modifications to the standard in cases where the standard is deemed to be too low or unreasonably high while considering factors such as the reduction in course offerings due to budget cuts and changes in course enrollment priority policies. It is expected that instructional departments will set the standards for program-level metrics. To facilitate this process, the Office of Institutional Research has prepared a [data packet](#)⁴⁰ for each instructional department offering degrees and certificates. The data include:

- Course Success Rate by Discipline
- Course Success Rates by Time of Day (Arranged Hours, Day, Evening, Weekend)
- Course Success Rates by Instructional Delivery Mode (On ground, Online)
- Course Success Rates by student demographics (gender, ethnicity/race, age)
- Course Retention Rate by Discipline
- Degrees and Certificates Awarded
- License Exam Pass Rates (when applicable)
- Job Placement Rates (when applicable)

CTE programs, in particular, use the state-issued Core Indicators Report to identify areas that require improvement. The Core Indicators Report serves as one data point used by CTE programs to inform the development of annual planning priorities. For example, as a result of lower than expected job placement rates, the College developed a specific objective in its 2014-15 *Master Plan for Education* update ([Objective #2](#) To develop and implement strategies to improve the CTE completion rate),⁴¹ and again in the 2015-16 *Master Plan for Education Update* ([Objective #10](#) To Explore and pilot the use of non-traditional data collection methods and/or third party data collection sources to more effectively track job placement of CTE students).⁴²

(See Standard IB.3)

The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

The College's Program Review process utilizes the Institution Set-Standards described above in the process of program review. These data are reported college wide through the annual and six year Program Review reports that are housed on the College's online Program Review system and/or posted to Academic Senate Joint Program Review Committee website. The results of the program review process are used in allocating resources and making program improvements.

(See Standard IA.3, IB.1, IB.2, IB.4, IB.5, IB.7)

The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

As discussed above, the College takes appropriate action when performance as to the institution-set standards and student achievement is not at the expected level, by identifying and allocating resources to *Master Plan for Education* objectives specifically designed to improve those levels.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

Santa Monica College is compliant with the policy on institutional degrees and credits. All Associate degrees require a minimum of 18 units in the major/area of emphasis, general education coursework, and electives to total at least 60 semester units. The Associate degree generally requires two years of full time study. The College offers certificate of achievement programs that require concentrated study in a particular field or discipline. Certificate programs generally require less than two years of full time study. The proposed baccalaureate degree will require a minimum of 120 semester units and four years to complete.

(See IIA.5, IIA.12, IIA.13)

The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

Units are determined using the commonly accepted Carnegie unit methodology. The academic year is divided into two semesters of 16 weeks plus a week of final exams and two intersessions (summer and winter). The College operates on a “compressed calendar” with the approval of the Chancellor’s Office. When a course is offered in fewer than 16 weeks, the total instructional hours remain the same as the “semester equivalent.” That is, the number of hours of instruction per week is increased when the course is offered in fewer weeks.

When courses go through the curriculum approval and/or revision process, the units and hours are reviewed by the committee to confirm that they are correct and appropriate per common practice in higher education.

(See Standard IIA.9, IIA.10, IIA.12 and IIA.13)

Tuition is consistent across degree programs (or there is a rational basis for any program specific tuition).

Enrollment and tuition fees are described in the [college catalog](#)⁴³ and apply to all credit courses and degree program.

Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice.

The College does not award credit based on the clock-to-credit hour conversion formula.

The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

Santa Monica College complies with the Commission Policy on Institutional Degrees and Credits as described above.

(See ER 3 and Standard IIA)

Policy on Transfer of Credit

The College provides very clear [policies on transfer of credit](#),⁴⁴ develops and implements a fair process for considering transfer of credit, and makes these policies all of this known to students, the public, and other institutions through the [college catalog](#)⁴⁵ and the [college website](#).⁴⁶

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Transfer policies are appropriately disclosed to students and to the public.

These policies are stipulated in Administrative Regulations 4111.5 and 4111.6. Policies and procedures are also clearly articulated in the college catalog and available from Admissions and Records as well as the Welcome Center and Counseling Center. The College has recently invested in “pre-evaluation” services for students matriculating to Santa Monica College with coursework from other institutions of higher education.

(See Standard IIA.10, IIC.5)

Policies contain information about the criteria the institution uses to accept credits for transfer.

For continuing students coming from other colleges and universities, it is the College's policy to grant credit for most courses taken at other accredited institutions of higher education, based upon thorough review of the student transcript(s) as well as related information as needed. The college catalog includes the College's [policies](#)⁴⁷ with regard to acceptance of credit from other colleges, advanced placement (AP) examinations, College Level Examination Program (CLEP), and military service credit. Counselors and Enrollment Services evaluators, in consultation with the appropriate department chair or faculty leader, review courses when there are questions regarding course equivalency from other institutions. In these instances, students are requested to provide course descriptions, syllabi, and other relevant documents to ensure alignment of learning outcomes. In addition, the Articulation Officer maintains complete records for course equivalency. These records are maintained electronically so that counselors and evaluators can immediately access the evaluation decisions. The College has increased the number of articulation agreements with institutions abroad since 2009.

(See Standard IIA.10)

The institution complies with the Commission Policy on Transfer of Credit.

The College complies with this policy. Santa Monica College maintains 102 articulation agreements with four-year universities, which include 23 California State University campuses, 10 University of California campuses, 35 California private institutions, 11 online bachelor programs, 7 international universities, and 16 out-of-state institutions. These agreements include major preparation, general education, course-by-course lists, and transferable-course agreements that are available to students online or through the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST).

The College also carefully evaluates the credits from “sending” institutions to ensure that the credits presented reflect the same educational quality provided by Santa Monica College programs.

Counselors use the Transcript Evaluation Request Log (a database of prior transcript decisions), course catalogs, and consultations with the Articulation Officer to determine transferability of previous college coursework. Information is entered into the electronic “Degree Audit” evaluation system, which is linked to the MyEdPlan system for accuracy. This system ensures that a consistent, fair approach is used when assessing the students’ incoming credits.

(See Standards IIA.10 and IIC.6)

Policy on Distance Education and on Correspondence Education

Santa Monica College has offered courses via distance education since 1999. Courses developed for delivery via distance education meet the same rigorous standards as on ground courses. Because they are built from on ground courses, they share the same Course Outline of Record, go through the same curriculum approval process and assess the same SLOs.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38

The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

Santa Monica College does not offer correspondence education. The College is in compliance with the Commission Policy on Distance Education.

Every course and every certificate or degree program offered for credit at Santa Monica College, including those offered via distance education, is subject to a rigorous curriculum approval process upon inception. The process, carried out by the Curriculum Committee, ensures that all instructional offerings are consistent with the College’s mission, are appropriate to higher education, have well defined and measurable student learning outcomes, and support student achievement of career and/or transfer goals. The same standards are applied regardless of location or means of delivery, including distance education. If an alternative delivery method is proposed, including distance education and hybrid courses, the appropriateness and effectiveness of the proposed delivery method for the particular curriculum is also considered. Course authors must prove that the distance education course will promote robust interaction between the students and content, between the students, and between the students and the faculty member. In addition the course author must prove that all objectives and learning outcomes will be achieved and appropriately assessed. The chair of the Institutional Effectiveness Committee also reviews the proposed Student Learning Outcomes to ensure that they are measurable and support the Institutional Learning Outcomes. A library review ensures that any required library resources are available or can be acquired, and the Disabled Student Services program reviews proposed instructional materials for accessibility. Significant concerns are referred back to the course creator(s) to address, then the course is placed on the agenda for a Curriculum Committee meeting.

(See Standards IIA.1)

There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

In addition to the description above, the College complies with California Education Code, Title 5, Sections 55202 (Course Quality Standards), 55204 (Instructor Contact), and 55206 (Separate

Course Approval). Compliance with these sections ensures that the College's distance education courses meet consistent requirements, with regular and substantive interaction with the instructor and online activities are included as part of the student's grade.

(See Standards IIA.1)

The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

Students are provided access to online classes via a single sign-on through the College's student user page called Corsair Connect. The login credentials include their college identification number as well as a secret password known only to the student.

The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

The College's infrastructure is sufficient to maintain the distance education program. Since its inception in 1999, the Distance Education Program has used eCollege as the Course Management Platform. All DE faculty have had access to eCollege's iSupport technicians and have used this team to address questions specific to instructional multimedia, as well as to course development, instructional design, and online pedagogy. There is also access to a robust self-paced, online, faculty-designed tutorial that resides on the eCollege platform and covers pedagogy as well as how to effectively use the tools within the platform. The College also provides individualized support to DE faculty through a dedicated Distance Education Multimedia Specialist who helps faculty remain current in the use of effective distance education tools and strategies.

As the College prepares to move from eCollege to Instructure Canvas as part of a statewide effort among the community college system to centralize distance education platforms, the college community will continue to work diligently to train and support faculty, not only as they migrate their courses to the new platform, but as they work to incorporate new tools and technologies through Canvas. The College is offering workshops for students to familiarize them with the Canvas learning management system and the tools available to support teaching and learning. These in-house training modules will be augmented with workshops provided through Canvas and the @One Project.

(See Standard IIIC.5)

The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

The College's Mission is directly supported by the College's distance education courses and services in that it "provides open and affordable access to high quality undergraduate degrees and certificates" to students who, because of time and place restrictions, cannot attend on-ground classes. The courses offered through distance education have follow the same processes and procedures as their on ground counterparts and the student learning outcomes are the same for both delivery modes.

Policy on Representation of Accredited Status

Santa Monica College posts its accredited status online, no more than [one click away](#) from the homepage⁴⁸ as well as in its [catalog](#).⁴⁹ The information provided includes the representation of its accredited status, reports and documents concerning its programmatic accreditation as shown below:

Accreditation

Santa Monica College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education.

Additional information about accreditation, including the filing of complaints against member institutions, can be found at www.accjc.org.

Specific information about Nursing and Respiratory Therapy programs, which are accredited by other accrediting organizations, are also listed in the college catalog.

Policy on Student and Public Complaints Against Institutions

Santa Monica College has clear policies and procedures for responding to student complaints which are listed on the college website and the college catalog.

Student Complaints Regulation citations: 602.16(a) (1) (ix); 668.43.
<p>The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.</p> <p>The college catalog includes several references for filing complaints regarding:</p> <ul style="list-style-type: none"> • Possible violations of the District’s policies regarding violations of the equal employment opportunity, nondiscrimination, and disability discrimination.⁵⁰ • Matriculation complaints and how to appeal grades, disqualification, academic conduct and disciplinary actions.⁵¹ <p>The college catalog lists the contacts for various complaints and related processes. Students with complaints, grievances, and personal concerns about Santa Monica College or any of its policies are encouraged to discuss them with the College Ombudsperson. The Ombudsperson provides support and encouragement to students, and attempts to present options and solutions. Complaints are handled with complete confidentiality on a case-by-case basis.</p>
<p>The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.</p> <p>Most student complaints are first filed with the Student Services. If the complaint is instruction-related, it is referred to Academic Affairs. Personnel-related complaints including harassment and discrimination complaints are referred to the Human Resources Office. The initial complaints concerning student conduct, student discipline, and unjust treatment for the last six years are on file</p>

<p>in Student Affairs. All complaints have followed prescribed policies and procedures.</p>
<p>The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.</p> <p>This will be determined by the External Evaluation Team.</p>
<p>The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.</p> <p>In addition to the ACCJC, Santa Monica College is under the authority of two other accrediting bodies, including the Accreditation Commission for Education in Nursing⁵² (ACEN, formerly known as the National League for Nursing Accrediting Commission) and the Commission on Accreditation for Respiratory Therapy⁵³ (CoARC, accredited as a consortium with East Los Angeles College). The college catalog, which is posted on the website, includes this information as do the webpages for the Nursing program⁵⁴ and the Respiratory Therapy Program.⁵⁵</p> <p>There are also several state approval bodies guiding the College's instructional programs, including the California Bureau for Registered Nursing and the State of California Board of Barbering and Cosmetology, which approves the Cosmetology Program.⁵⁶ On the non-instructional side, Santa Monica College's Athletics Program is governed by the California Community College Athletic Association (CCCAA) and the Athletics website (www.smccorsairs.com/landing.index) provides a direct link to the CCCAA.⁵⁷</p> <p>(See Standards IC.13)</p>
<p>The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.</p> <p>The College complies with the Commission Policy on student and public complaints; the College has not had a complaint filed with ACCJC in the last six years to the College's knowledge.</p>

Policy Institution Advertising, Student Recruitment, and Representation of Accredited Status

Santa Monica College provides students and prospective students clear and accurate information about itself in all publications that are disseminated in the name of the institution. Examples of applicable publications include the college catalog, the class schedule, public information announcements, and website communications.

<p style="text-align: center;">Institutional Disclosure and Advertising and Recruitment Materials Regulation citations: 602.16(a)(1)(vii); 668.6.</p>
<p>The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.</p> <p>To maintain consistency in representation, the content of the online catalog and schedule of classes mirror the hardcopy format of these documents. The college catalog is updated every year. The College's Management Information Systems and Marketing Departments work closely with Enrollment Services to validate the information included in the class schedule which is mailed to</p>

110,000 households each semester. The College's website (www.smc.edu) serves as the central hub where crucial information regarding college initiatives, educational offerings, and policies and procedures is communicated to students and the public.

(See Standard IC.1, IC.2)

The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

The institutional complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status. The Catalog includes the required elements required by the ACCJC Accreditation Standards.

Accurate information regarding Santa Monica College's accreditation status is published in a comprehensive statement on the College's website and in the annual catalog as follows:

“Santa Monica College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org.

ACCJC is one of seven institutional accrediting bodies recognized by the national Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education.

Accreditation is a voluntary system of self-regulation developed to evaluate overall educational quality and institutional effectiveness and to provide public assurance of the quality of education based upon this evaluation.

Each institution affiliated with ACCJC voluntarily accepts the obligation to participate in a cycle of evaluation that requires a comprehensive evaluation visit by an external team of peers. The cycle includes a mandatory Midterm Report in the third year as well as any other reports requested by the Commission.

Santa Monica College's accreditation was most recently reaffirmed through a March 2010 comprehensive visit. The College's Midterm Report in March 2013 was accepted by the commission.”

In addition the following statement is included in all press releases and other public announcements about the College, “Santa Monica College is a California Community College accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).”

(See Standard IC.1, IC.2)

The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

See the Section on the Commission Policy regarding Student Complaints, above.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

The College does not currently have any Contractual Relationships with Non-Regionally Accredited Organizations.

Policy on Institutional Compliance with Title IV

Santa Monica College’s Office of Financial Aid employs rigorous methods to keep loan default rates at an acceptably low level and also complies with program responsibilities defined by the U.S. Department of Education. Programs funded by the federal government include the Pell Grant, SEOG Grant, Federal Work Study, Direct Subsidized Stafford Loan, Direct Unsubsidized Stafford Loan, and Direct Parent Loan programs.

Title IV Compliance
Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.
<p>The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.</p> <p>Santa Monica College maintains compliance with Title IV of the Higher Education Act through comprehensive financial aid services to students, including first time borrowers. All students pursuing a direct loan are required to complete a Direct Loan Master Promissory Note (MPN) and Entrance Counseling for each year the student is approved for a loan at the College. The goal of Entrance Counseling is to help the student understand what it means to take out a federal student loan. The policies and processes are regularly updated as needed to remain current and compliant with Title IV and State Student Eligibility Requirements and Policies.</p> <p>(See ER 5 and Standard IIID.7)</p>
<p>The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.</p> <p>The College’s financial aid program is evaluated on an annual basis as part of the College’s independent audit process which includes an assessment of the College’s compliance with federal Title IV regulations and requirements. The College submits the results of its annual Federal Single Audit⁵⁸ to the USDE each year. During this accreditation cycle, the College has had no findings in the audit of the financial aid program.</p> <p>(See Standard IIID.10)</p>
<p>The institution’s student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.</p> <p>The College has maintained loan default rates at an acceptable level while complying with the responsibilities defined by the U.S. Department of Education. The College’s three-year default rate on student loans in Fiscal Year 2012 was 10.5%, which is below the requirement established by California (<15.5%) as well as the federal requirement (<30%). The College has not had any actions taken against it due to compliance with Title IV and as such, remains a low risk auditee. For the four most recent years for which data are available, the student loan default rates were as follows: 2009: 6.3%; 2010: 17.1%; 2011: 10.8%; 2012: 10.5%.</p> <p>(See ER 5 and Standards IIID.8, IIID.15)</p>

Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

Santa Monica College's contractual relationships to offer and receive educational, library, and support services are appropriate for an institution of higher education and meet the Accreditation Standards. The College has made arrangements through contracts, agreements, and Memoranda of Understanding (MOUs) with external organizations to offer and receive services.

Santa Monica College's contractual agreements with external entities, including construction contracts, consultant contracts/professional services agreements, service contracts, lease purchase agreements, and grant contracts, are consistent with the College's Mission, goals, initiatives, and objectives. The College has clearly delineated policies and procedures to monitor the development and implementation of these contracts and maintain the integrity of the institution and the quality of its programs, services, and operations. These policies integrate California Education Code regarding the management of contractual agreements as appropriate and relevant:

- [Board Policy 6250](#), Contracts for Materials and Services⁵⁹
- [Board Policy 6255](#), Delegation to Enter Into and Amend Contracts⁶⁰
- [Board Policy 2115](#), Institutional Accountability⁶¹

These board policies outline the College's bidding policies, expenditure limits, lines of authority, signatory responsibilities, and other institutional practices. In addition, Business Services has established operating procedures that further delineate board policy and guide the management of the College's contractual agreements. Highlights of these procedures include the following:

- All proposed contracts, including sub-award/sub-contractual agreements entered into by the College as a result of grant awards, are reviewed and approved by the vice president of the division in which the project is housed prior to submission to the Purchasing Department.
- The College has identified key positions that have the authority to approve the College's participation in contracts, grant awards, and purchase agreements and bind the College to contractual obligations;
- All of the College's contracting entities must also abide by the conflict of interest policy;
- The Board of Trustees approves all contracts in open forum (contracts are included on the Board agenda); and
- Accounts Payable will not process and pay a contractual invoice without an approved Purchase Order generated by the Purchasing Office.

(See Standard IIA.16, IIB.1, IIID.15, IIID.16)

The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

As described in the narratives under both Policies, Santa Monica College complies with these Commission policies. The College does not have any Contractual Relationships with Non-Regionally Accredited Organizations, and is wholly compliant with Title IV requirements.

LIST OF EVIDENCE FOR INTRODUCTORY SECTIONS

- 1 2016_Dashboard_Final.pdf
- 2 ER1_Part43_CEC_Sections_70900_and_70901.pdf
- 3 ER1_Accreditation_2010_Action_Letter_from_the_ACCJC_06-30-2010.pdf
- 4 ER2_Student_Headcount_Past_Six_Years.pdf
- 5 ER2_Educational_Goal.pdf
- 6 ER2_Degrees_and_Certificates_Awarded.pdf
- 7 ER3_pp59-61_College_Catalog_2015-16.pdf
- 8 ER3_Active_ADTs_July2016_CCCCO.pdf
- 9 ER3_pp58-187_College_Catalog_2015-16.pdf
- 10 ER3_Substantive_Change_Proposal_Bachelor_of_Science_in_Interaction_Design.pdf
- 11 ER3_ACCJC_Letter_Approving_BS_SubChg_12-10-05.pdf
- 12 ER4_BP1265_and_BP1266_Superintendent_President_Succession_and_Selection.pdf
- 13 ER4_BP1280_Evaluation_of_the_Superintendent_President.pdf
- 14 ER4_Kathryn_E_Jeffery_Superintendent_President.pdf
- 15 ER4_BT_Minutes_11-17-15_Appt_of_Dr_Jeffery_Superintendent-President.pdf
- 16 ER4_ER4_Duties_of_CEO_signed_by_CEO_and_BoardChair.pdf
- 17 ER4_BP1262_and_BP1263_Duties_of_the_Secretary_to_the_BT.pdf
- 18 ER4_BT_Minutes_2-3-15_Dr_Tsang_Announcing_Retirement.pdf
- 19 ER4_BT_Minutes_3-3-2015_Appt_of_Jeff_Shimizu_Interim_Superintendent-President.pdf
- 20 ER4_ACCJC_Directory_Info_2016.pdf
- 21 ER5_Audit_and_EPA_Information.pdf
- 22 ER5_Audit_Reports_2010-11_through_2014-15.pdf
- 23 ER5_Financial_Aid_Annual_Program_Review_2014-15_and_2015-16.pdf
- 24 ER5_Financial_Aid_SixYear_Program_Review_2013-14.pdf
- 25 ER5_Two_and_Three_Year_Student_Loan_Default_Rate_2008-2012.pdf
- 26 CP_Accreditation_Steering_Committee.pdf
- 27 CP_Student_Complaints_Hearings_and_Appeals.pdf
- 28 CP_P387_College_Catalog_2015-16_Reporting_Complaints.pdf
- 29 CP_AR_4000_StudentServices.pdf
- 30 CP_Accreditation2010_Followup_and_Midterm_Reports.pdf
- 31 CP_Brown_Bag_Announcements.pdf
- 32 CP_BT_Minutes_6-7-16.pdf
- 33 CP_www.smc.edu_AboutSMC_Accreditation_Pages_Accreditation.pdf
- 34 CP_p27-28_College_Catalog_2015-16_Associate_Degree_Requirements.pdf
- 35 CP_Article_5300_AcademicStandards.pdf
- 36 CP_Title5_Section55063_Min_Rqmts_for_Associates_Degree.pdf
- 37 CP_CCCCO_Hours_and_Units_Calculations_for_Credit_Courses_10-5-15.pdf
- 38 CP_2016_Dashboard_Final.pdf
- 39 CP_Institution-Set-or-Minimum-Set-Standards_FAQ.pdf
- 40 CP_Institution-Set_Standards_Academic_Programs.pdf
- 41 CP_MPE_2014-2015.pdf
- 42 CP_MPE_2015-2016.pdf
- 43 CP_p21-22_College_Catalog_2015-16_Fees&Tuition.pdf
- 44 CP_AR_4111.5_&_4111.6_Transfer_Credit.pdf
- 45 CP_p24-25_College_Catalog_2015-16_Transferring_from_SMC.pdf
- 46 CP_Screenshot_Transfer_Center.pdf
- 47 CP_p29-36_College_Catalog_2015-16_Transfer_Credit.pdf
- 48 CP_Screenshot_Representation_of_Accreditation_Status.pdf
- 49 CP_2015-16_College_Catalog_Accreditation_Notice.pdf
- 50 CP_p8_College_Catalog_2015-16_EEO&Nondiscrimination_Policy_Violations.pdf

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- 51 CP_p384-385_CollegeCatalog_2015-16_MatriculationComplaintsAndAppeals.pdf
 - 52 CP_p159_College_Catalog_2015-16_Nursing_Pgm_Accrediting_Agencies.pdf
 - 53 CP_p176_College_Catalog_2015-16_RespiratoryTherapy_Pgm_Accrediting_Agency.pdf
 - 54 CP_Screenshot_Nursing_Accrediting_Agencies.pdf
 - 55 CP_Screenshot_RespTherapy_Accrediting_Agency.pdf
 - 56 CP_Screenshot_CosmetologyDepartment_Board_of_BarbaringCosmetology_Link.pdf
 - 57 CP_Screenshot_Athletics_Webpage_CCCAA_link.pdf
 - 58 IID5_A-133_report_from_SMCCD_Audit_Report_2015.pdf
 - 59 CP_BP6250_Contracts_for_Services.pdf
 - 60 CP_BP6255_Delegation_of_Authority.pdf
 - 61 CP_BP2115_Inst_Accountability.pdf

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

$$\nabla f(x, y) = f_x \hat{i} + f_y \hat{j}$$

$\|\nabla f(x, y)\| \rightarrow$ max rate of increase of f at that point.

$\nabla f \rightarrow$ direction of greatest change in f .

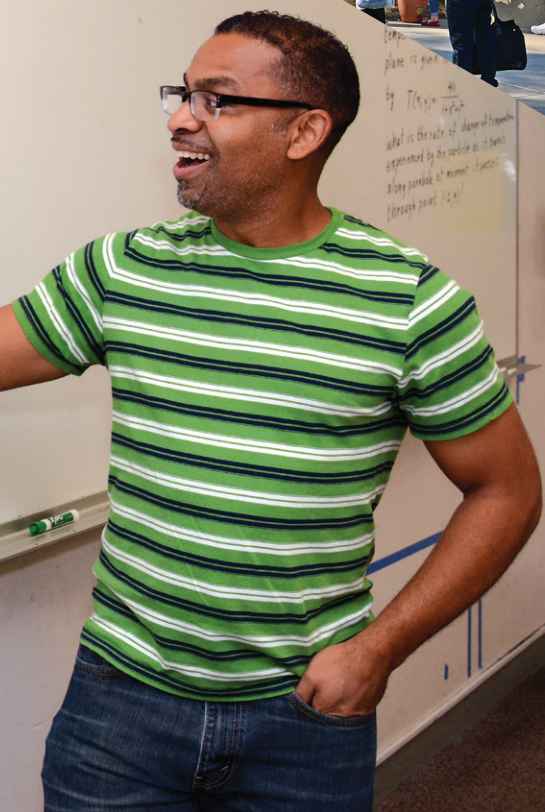
$-\nabla f \rightarrow$ least change.

direction of
of $f(x, y) = x^2 y^3 - 4y$
point $(2, -1)$ in the
direction of vector $\vec{r} = 2\hat{i} + 5\hat{j}$

$$\vec{u} = \frac{\vec{r}}{\|\vec{r}\|} = \frac{2}{\sqrt{29}} \hat{i} + \frac{5}{\sqrt{29}} \hat{j}$$

$$\nabla f(x, y) = 2xy^3 \hat{i} + (3x^2 y^2 - 4) \hat{j}$$

$$\nabla f(2, -1) = -4 \hat{j}$$



STANDARD IA: MISSION

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

Evidence of Meeting the Standard

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

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

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

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

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

¹ The College’s most recent initiatives are GRIT (Growth/Resilience/Integrity/Tenacity) and I³ (Institutional Imagination Initiative). These are described fully in Standard IA.3.

Institutional Learning Outcomes

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

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

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

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

Educational Purpose

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

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

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

"Students learn to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments."

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

- Inclusion of authentic engagement and applied learning as Institutional Learning Outcomes: One of the cornerstones of an increased focus on career technical education is the need to adequately prepare students for the real world. This is best accomplished through project-based experiences inside and outside of class, including work-based learning experiences and service learning, both of which allow students to apply what they learn in class. To support this increased focus, the College added a fifth ILO.

*"Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom. ([Authentic Engagement](#))"*⁷

- Inclusion of language that facilitates attainment of the baccalaureate degree in the College’s Mission: In 2014, the California Community Colleges Chancellor’s Office moved forward with a proposal to pilot the granting of baccalaureate degree at the community college, targeting non-competing career technical education programs that were not already offered at California State University or the University of California. In preparation for this initiative, Santa Monica College expanded [its Mission](#) to reflect this new area of emphasis.⁸

“...participates in partnerships with other colleges and universities to facilitate access to baccalaureate and higher degrees.”

The College will continue to review and revise its Mission to accurately reflect its educational purpose as challenges and opportunities present themselves.

Intended Students

Santa Monica College’s Mission statement describes the students it intends to serve through its educational purposes. The following chart provides an overview of the College’s educational purposes as described in the Mission and the student populations that the College intends to serve through those purposes.

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

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

Students enroll for a variety of reasons, but [transfer](#) is far and away the primary reason that students enroll at Santa Monica College.⁹ The College supports many other student needs: Emeritus College serves the lifelong learning needs older adults; the Adult Education (noncredit) program serves individuals seeking to become US citizens and/or improve their English language skills; Workforce Development addresses the short-term training needs of local employers; and Community Education serves those seeking personal/professional enrichment. The College also provides cultural programs through partnerships with community-based organizations such as [P.S. Arts](#),¹⁰ and the [Madison Project](#)¹¹ to introduce professional arts to approximately 1,000 school children each year.

With regard to Distance Education, Santa Monica College has the seventh largest Distance Education program among community colleges in California, according to the California Community Colleges Chancellor’s Office. The intent of the College’s Distance Education program is to provide online instructional and student support options to time- and place-bound students that mirror resources and programming available on campus. Serving more than 6,500 students in Fall 2013, Santa Monica College’s [online enrollment](#) makes up roughly 20% of the Fall 2013 enrollment with one-third of these students enrolled solely in online classes; the majority take a combination of online and on-ground classes, including hybrid courses.¹²

Degrees and Certificates

As indicated in the Mission statement, the College offers “*high quality undergraduate degrees and certificates*” that prepare students for careers and/or transfer. As of the 2014-2015 academic year, the College offers Associate in Arts and Associate in Science [degrees](#) in 58 areas of study, as well as 89 Certificates of Achievement and Departmental Certificates.¹³

Over the last several years, the College developed seven new Associate in Science degrees, two new Associate in Arts degrees, and eight new Certificates of Achievement. Additionally, the College has 15 approved Associate Degrees for Transfer (AD-Ts) – two more than required by the Chancellor’s Office. An overview of the [degrees and certificates](#) offered by the College by area of study is included in evidence¹⁴ as is an overview of the [approved AD-Ts](#).¹⁵ Finally, as mentioned, the College recently updated its Mission to acknowledge its increased focus on helping students earn a baccalaureate degree.

Commitment to Student Learning and Achievement

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

This Mission statement accurately reflects the College’s many successful and ongoing instructional and student support programs and services offered in support of student learning and achievement. The College recognizes that the combination of strong academic programs and a depth and range of support services are required to accomplish this. For example, the College’s counseling staff and the breadth of support services they provide reflect the institutional recognition that these services and interventions play a critical role in student learning and success. According to Fall 2013 data reported in the [2015 Institutional Effectiveness Report](#)¹⁶ and [Dashboard](#),¹⁷ Santa Monica College’s student-to-counselor ratio was 361 to 1, one of the best in the state, which is demonstrative of the College’s commitment to student learning and achievement.

The College’s [First Year Experience \(FYE\) Program](#),¹⁸ which is designed to support first-year students and those traditionally underrepresented in higher education, also demonstrates how the Mission supports student learning and achievement by assisting in “*the development of skills needed to succeed in college...careers and transfer.*”

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

- [Prep2Test](#),¹⁹ a College-developed tool to prepare students to take the assessment test;
- [MyEdPlan](#),²⁰ a college-developed tool to facilitate education plan creation and tracking;
- [Supplemental Instruction](#),²¹ an internationally recognized academic support model that uses peer-assisted study sessions to improve student retention and success.

Another way in which the College demonstrates its commitment to student learning and achievement, as outlined in the Mission statement, is through the provision of “*high quality undergraduate degrees and certificates.*” This is best accomplished through the hiring of qualified faculty and staff, and more specifically, the hiring of qualified full-time faculty. The [process](#) followed by the Full-Time Faculty Position Joint Academic Senate Ranking Committee²² is one of the most collaborative, comprehensive, and data-driven at the institution, and the heavy resources invested in a full-time faculty hire is indicative of the impact that the College believes excellent full-time faculty have on student learning and achievement.

The College’s Mission describes its commitment to student learning and achievement by noting that the College “*provides open and affordable access*” to its programs and services. Nowhere is this commitment to access better illustrated than during the recent economic

recession. While the state reduced the College’s funding allocation for its Full-Time Equivalent Students (FTES), the College understood the impact that a reduced course load would have on student achievement and time to completion. Rather than reducing the course load to match the reduction in funding, the College [intentionally used its reserve funding](#) to offer courses over the level that was state-funded.²³ Likewise, the College did not cancel its winter and summer intersessions, but instead chose to use reserve funding and secure external funding to maintain student access to necessary classes. By doing so, the College helped ensure that students had access to the courses they needed to progress in a timely manner.

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

Analysis

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

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

Plan

Based on an analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress. The College regularly reviews its Mission statement as part of its strategic planning cycle during which it will address distance education and equity issues.

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective 1: Revise the Mission statement to reflect the College’s commitment to serving time- and place-bound students through distance education.			

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective 2: 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.			
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	Approved Mission statement implemented and communicated to students and the college community in print and online.

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](#)²⁴ 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](#)²⁵ reviews the assessment data and reports to the District Planning and Advisory Council (DPAC), the College’s central planning body, 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](#)²⁶ to measure the College’s success in achieving these Supporting Goals.

To assess the degree to which the College is achieving these indicators, the Academic Senate Joint Institutional Effectiveness Committee has established an institutional effectiveness process that documents the College's performance toward these Supporting Goals. This process, organized by Supporting Goal, aims to monitor and review data using participatory governance to inform institutional strategies. It is an ongoing and dynamic process that responds to the changing needs and priorities of the College. These key indicators were purposefully designed to measure the institutional Supporting Goals and are systematically monitored and collected on a regular basis. Analysis of these key indicators serves as the basis for an annual [Institutional Effectiveness Report](#)²⁷, which has been produced since 2010-2011. A web-based [Institutional Dashboard](#)²⁸ was added in 2012-2013 to provide a more visual representation of progress.

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

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

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

Use of Data to Assess Effectiveness of Mission and Direct Institutional Priorities

The ultimate purpose of the institutional effectiveness process is to advance educational quality and promote institutional improvement. Data drive the identification of educational needs and trends, which lead to the development of institutional priorities. By using longitudinal data collected internally for processes and reports related to the Mission, Institutional Learning Outcomes, and Supporting Goals, the College identifies and prioritizes those areas needing critical attention. The process of improving institutional effectiveness and developing new strategies to improve student achievement and learning relies on dialogue and collaborative

inquiry among College constituents around institutional performance. This analytical process drives evidence-based College planning and decision-making.

This dialogue occurs at all levels of the institution and works its way up to DPAC and the Board of Trustees. The Board of Trustees established [DPAC](#)²⁹ in 2009 and recognizes it as “the body primarily responsible for making recommendations to the Superintendent/President on matters that are not otherwise the primary responsibility of the Academic Senate [as outlined in Board Policy 2210], the Classified Staff [as outlined in Board Policy 2220], the Associated Students [as outlined in Board Policy 2230] or the Management Association [as outlined in Board Policy 2240].” The main issues addressed by DPAC include planning associated with the District budget, facilities, human resources, instruction, student services, and technology.

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

In the spring of each year, the Academic Senate Joint Institutional Effectiveness Committee and the Office of Institutional Research present the Institutional Effectiveness Report and Dashboard to DPAC and the Board of Trustees. This [report](#)³⁰ includes recommendations based on analysis of the data findings in the Institutional Effectiveness Report and Dashboard and committee discussions focused on improving institutional effectiveness. A [summary](#)³¹ outlining the recommendations made by the Institutional Effectiveness Committee in 2014-2015 and the results of those recommendations on the College’s planning is included as evidence, and one example is provided below.

Summary of Academic Senate Joint Institutional Effectiveness Committee Recommendations 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"> • Sequencing CTE program courses to create seamless pathways from local high schools to Santa Monica College. • Contextualized curriculum content and accelerating completions through structured eight-week class modules. • 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.

In addition, the College uses local, regional, state, and national data to direct institutional priorities. For example, during the [2011 Strategic Planning cycle](#),³² faculty who had been following national research on the impact of non-cognitive skills on student success proposed that the College implement strategies to improve student achievement through focused emphasis on the development of non-cognitive skills. Through a series of conversations at the student, faculty, and institutional level, this interest became known as the [GRIT Initiative](#)³³ and was approved as one of the College's new Strategic Initiatives.

With this increased awareness of the impact of non-cognitive skills on student success, it became evident that the Mission limited the scope of college success activities to developmental education, including math and English remediation. After a series of discussions that took place in 2012, the Mission statement was modified to broaden the definition of "*skills needed to succeed in college*" from merely developmental skills to an array of skills, including both hard and soft skills, cognitive and non-cognitive skills. These [revisions](#) were approved by DPAC and the Board of Trustees,³⁴ with the new wording reading as follows: "*The College's programs and services assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning.*"

Subsequently, as an outgrowth of GRIT efforts and to more broadly institutionalize the GRIT tenets, a fifth Institutional Learning Outcome addressing Authentic Engagement, defined as demonstrating "*a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom,*" was added to the Institutional Learning Outcomes (ILO) as a means of measuring the Mission. The articulation of a GRIT-related Institutional Learning Outcome led to the development of course-level student learning outcomes (SLO) in support of the GRIT ILO. As a direct consequence of assessing and discussing this ILO and its linked student learning outcomes, the GRIT Initiative proposed [new programming](#)³⁵ to address this national movement, including the following:

- Additional professional development for faculty and staff focused on "growth mindset," authentic engagement, and other topics;
- Development of the [SuccessNavigator](#)³⁶ tool in partnership with ETS (Educational Testing Service) to measure students' skills in four non-cognitive domains, including academic skills, motivation/commitment, self-management, and social support; and
- Creation of a [Service-Learning Program](#)³⁷ that provides opportunities for students to gain a sense of agency while emboldening them to address community needs and developing their academic skills.

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

Analysis

Santa Monica College's Mission is the foundation for program development, assessment, analysis, and improvement and the College uses data on an ongoing basis to assess the effectiveness of its instructional and student support programs in achieving its Mission and direct institutional priorities. The use of data to determine institutional effectiveness has been

enabled through tools and resources developed by the College's Information Technology and Institutional Research offices. The College has also broadened the role of what had been the Academic Senate Joint Student Learning Outcomes Committee to include institutional effectiveness as the committee's primary focus and responsibility and renamed the committee the Academic Senate Joint [Institutional Effectiveness Committee](#).³⁸ This committee is the major driver and contributor to the assessment of institutional effectiveness, which is subsequently reviewed by all levels of the college community and constituent groups.

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

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

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

In addition, since 2012, the College has been able to disaggregate data by student gender, ethnicity/race, and age (when available) for the key indicators. The availability of disaggregated data has been enormously helpful as the College develops targeted [equity plans](#).³⁹

Plan

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

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

Evidence of Meeting the Standard

The institutional Mission is the guidepost toward which all programs and services offered at Santa Monica College are developed, implemented, assessed for effectiveness, and sustained.

By providing open and affordable access to high quality undergraduate degrees and certificates, the “*College’s programs and services assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning.*” The depth and variety of programs demonstrate the institution’s commitment to the Mission. The Mission has guided the development of and subsequent revisions of the Institutional Learning Outcomes and Supporting Goals, which in turn serve as the key indicators of institutional effectiveness. The analysis of the data collected for these indicators drive institutional planning, decision-making, and resource allocation.

Mission Directs Institutional Planning

Ensuring alignment of programs and services with the Mission is at the heart of all planning processes and planning involves the entire college community as illustrated in the organizational [planning diagram](#)⁴⁰ and [timeline](#),⁴¹ which are described below.

Through [DPAC](#),⁴² the College continuously reviews, documents, evaluates, and revises its planning processes to ensure that they are clear, linked, and demonstrate the manner in which decision-making, planning, and resource allocation support the Mission.

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

A review of the last five years of Institutional Effectiveness Reports outlines the work that the College has completed to identify indicators that effectively assess the institution’s efforts to achieve its Mission. The College has engaged in an ongoing quality improvement process with the [first report](#) (2010-2011)⁴³ reflecting the steps taken to build an inventory of potential key indicators. Each subsequent report ([2013](#),⁴⁴ [2014](#)⁴⁵, [2015](#),⁴⁶) demonstrates the College’s commitment to establishing data sets that accurately measure performance by highlighting revisions, additions, and deletions to the key indicators and the reasons for those changes.

DPAC is responsible for the College’s core planning document, the [Master Plan for Education](#).⁴⁷ The College adopted its first formal *Master Plan for Education* in 1997, and the plan has been reviewed and updated annually since its inception. In accordance with the College’s [planning process](#),⁴⁸ the document is revised every five years as part of the long-term strategic planning process. This includes a review of the College’s Vision, Mission, and Goals, taking into consideration the College’s progress toward achieving its Goals and Outcomes, as outlined in its Institutional Effectiveness Reports (particularly data analysis for key indicators), and local, regional, and national trends in student learning and achievement.

With this information, the college community identifies two or more long-term strategic initiatives to incorporate into the institutional planning process to support student learning. For the past ten years, the College has been working on six strategic initiatives, which are listed in

the annual *Master Plan for Education* Update, including four from the [Fall 2006 review](#)⁴⁹ and two from the [Fall 2011 review](#).⁵⁰ These initiatives align with key components of the institutional Mission. In 2006, four initiatives were developed that addressed Basic Skills (Developmental Education), Global Citizenship, Sustainable Campus, and Career Technical Education. In the 2011 review of the Vision, Mission, and Goals statements, the Strategic Planning Task Force recommended minor revisions to these statements and added [two new College initiatives](#): GRIT (Growth/Resilience/Integrity/Tenacity) and I³ (Institutional Imagination Initiative).⁵¹

In addition to the five-year long-term planning process, which includes both a revision to the *Master Plan for Education* and the identification of Strategic Initiatives, the College completes an annual update to the *Master Plan for Education* in order to identify key institutional objectives for the coming year(s). Correspondingly, the College determines how each objective relates to the Mission and aligns with one or more Institutional Learning Outcomes, Supporting Goals, or Strategic Initiatives while also identifying the program(s) responsible for achieving the objective, creating the timeline, and allocating the resources necessary for success. The [report](#)⁵² also includes an update on previous year objectives, categorizing each as Completed, Substantially Completed, Addressed, or Not Addressed. The *Master Plan for Education* updates incorporate a number of related planning documents, including:

- Strategic Planning Initiatives
- [Academic Senate Objectives](#)⁵³
- [Master Plan for Facilities](#)⁵⁴
- [Master Plan for Technology](#)⁵⁵
- Academic Senate Joint Institutional Effectiveness Committee [Annual Report](#)⁵⁶
- Student/Institutional Learning Outcomes
- [DPAC Annual Report](#)⁵⁷
- Academic Senate Joint Program Review Committee [Annual Recommendations](#)⁵⁸
- Board of Trustees [Goals and Priorities](#)⁵⁹
- Adopted Budget

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

DPAC developed a [template](#)⁶⁰ to help facilitate the development of potential objectives that align with the College's Mission and Goals, as well as with the priorities and recommendations developed by various planning bodies. All constituent groups represented on DPAC may also submit [proposed objectives](#) for consideration.⁶¹ DPAC's discussions result in a [refinement](#)⁶² of the proposed objectives, with an emphasis on those that are truly institutional in scope, measurable, and focused on specific outcomes in support of the Mission. The final document is then reviewed and [approved](#) by DPAC.⁶³

The *Master Plan for Education* is at the core of the College's planning cycle and assures that the College is developing programs and services in accordance with its Mission. It provides

the annual roadmap that both coordinates and relies upon recommendations, assessments, and other forms of input from lower-tier planning functions. Since its inception, DPAC has made or recommended multiple additions, changes and adjustments to the process, its timelines, and the documents that inform the annual update to the *Master Plan for Education* to ensure that the Mission is at the heart of all institutional planning, as described below:

- The College refined its institutional objectives to ensure that they are truly institutional in scope, measurable, and appropriate for completion within a year. In 2012-2013, 100% of the institutional objectives were completed or substantially completed as compared to 82% in 2011-2012.
- The College made substantial revisions to the [program review process](#)⁶⁴ so that programs and services specifically address how their roles, responsibilities, and outcomes align with and impact the Mission of the College. Programs are also now required to complete an annual program review that will facilitate the comprehensive six-year review.
- Timelines associated with some components of the College's planning process have changed from being based on the fiscal year to being based on the calendar year. This has allowed planning processes to be carried out in a more logical and effective manner. For example, both the Program Review Planning Recommendations and the Institutional Effectiveness Report are now ready in the spring in time for review and use by the College's institutional planning bodies, including DPAC and the Board of Trustees, for inclusion in the *Master Plan for Education* update and incorporated into the budget development and resource allocation process. The following table provides an overview of the new timeline:

Timeline for Constructing the Yearly <i>Master Plan for Education</i>	
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 Technology Objectives . ⁶⁵
August	DPAC reviews the Board of Trustees Goals and Priorities ⁶⁶ (developed at their Summer Study Session) 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 Master Plan for Education update ⁶⁷ 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.

Mission Guides Institutional Decision-Making and Resource Allocation

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

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

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

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

Mission Informs Institutional Goals for Student Learning and Achievement

As with planning, decision-making, and resource allocation, the College's Mission and its supporting Outcomes, Goals, and priorities inform and guide institutional goals for student learning and achievement. As noted previously, the College's five Institutional Learning Outcomes (ILOs) and five Supporting Goals are used to measure the effectiveness of the College in achieving its Mission. Coupled with strategic initiatives, Outcomes and Goals also serve as the basis for the *Master Plan for Education* and its related planning documents, such

as the online program review forms and the Personnel and Budget Augmentation Request form. With this information, the College sets Institutional Goals and Objectives that directly relate to the Mission.

Analysis

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

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

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

The College will work to further integrate student equity into both its Mission and its planning and decision-making processes. To engage the broader college community in meaningful dialogue to improve the success rates of underperforming students, including underrepresented minority students, the Student Equity Plan Task Force was formed in 2014. The Task Force, identified a two-pronged approach to strengthen efforts and ensure validation of outcomes: 1) research and inquiry and 2) intervention and student support. These two pathways will culminate in an evaluation process to determine the most successful practices and how they can be brought to scale to have a broad and significant impact on closing the achievement gap. As programs increase the capacity and scope of their most effective practices, it is expected that there will be corresponding impact on planning and decision-making processes.

Plan

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

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

Evidence of Meeting the Standard

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

- [Santa Monica College website](#)⁷⁰ (multiple locations, including the [District Planning and Advisory Council webpage](#),⁷¹ [Board of Trustees webpage](#),⁷² and the [Board Policy Manual](#))⁷³
- [College Catalog](#)⁷⁴ (both the print and online versions)
- Other publications that are distributed to the public and for which there is sufficient space, such as the College's newsletter, [SMC in Focus](#)⁷⁵

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

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

Outside of this formal review, changes are made as necessary as the educational purpose and/or programming of the institution changes, such as the recent decision to pursue baccalaureate programming at the community college level. In Spring 2015, upon notification by the Chancellor's Office that Santa Monica College was selected as one of the 15 colleges to pilot a baccalaureate degree, the Mission underwent another minor revision to include the offering of an undergraduate degree as part of the College's Mission. This [revision](#), approved April 7, 2015 by the Board of Trustees,⁷⁶ articulates the most recent version of the Mission:

"Santa Monica College provides open and affordable access to high quality undergraduate degrees and certificates and participates in partnerships with other colleges and universities to facilitate access to baccalaureate and higher degrees."

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

Analysis

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

Plan

Based on an analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress. As noted in Standard IA.1, the College's Mission currently does not reflect its commitment to Distance Education and equity. The plan identified in IA.1 applies to this Standard as well.

LIST OF EVIDENCE FOR STANDARD IA

- 1 IA1_Strategic_Initiatives.pdf
- 2 IA1_MPE_2015-2016.pdf
- 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_BT_Minutes_4-7-2015_excerpt.pdf
- 9 IA1_Educational_Goals_of_Santa_Monica_College-Students_Fall_2014.pdf
- 10 IA1_PS_Arts_website.pdf
- 11 IA1_Program_Review_12-13_Fall_Madison_Project.pdf
- 12 IA1_Demographic_Comparison_of_SMC-Online_Students_Fall_2013.pdf
- 13 IA1_SMC_catalog_15-16_excerpt.pdf
- 14 IA1_SMC_Degrees_and_Certificates_Offered_by_Area_of_Study.pdf
- 15 IA1_Active_ADTs_July2016_CCCCO.pdf
- 16 IA1_2015_Institutional_Effectiveness_Report_excerpt.pdf
- 17 IA1_2015_Dashboard_Report_excerpt.pdf
- 18 IA1_FirstYearExperience_and_RelatedSupportServicePrograms.pdf
- 19 IA1_Prep2Test_website.pdf
- 20 IA1_MyEd_Plan.pdf
- 21 IA1_Supplemental_Instruction_website.pdf
- 22 IA1_Instructions_for_FT_Hiring_Requests_2015-2016.pdf
- 23 IA1_DPAC_minutes_1-19-2011_FTE_Email_CB.pdf
- 24 IA2_ILOs_and_Core_Compencies_2013.pdf
- 25 IA2_Institutional_Effectiveness-Joint_Committee_website.pdf
- 26 IA2_Key_Indicators_Used_To_Measure_Achievement_of_Supporting_Goals.pdf
- 27 IA2_Institutional_Effectiveness_webpage.pdf
- 28 IA2_2015_Dashboard_Report.pdf
- 29 IA1_District_Planning_and_Advisory_Council_Board_Policy_2250.pdf
- 30 IA2_2015_IE_Committee_Report_to_DPAC.pdf

31 IA2_Summary_of_IE_Comm_Recommendations_for_Planning.pdf
32 IA2_Strategic_Planning_Task_Force_2011-2012_webpage.pdf
33 IA2_GRIT_Initiative_website.pdf
34 IA1_BT_Minutes_4-3-2012.pdf
35 IA2_BT_Minutes_3-3-2015.pdf
36 IA2_SuccessNavigator_Institution_Report.pdf
37 IA2_Service-Learning_Program_website.pdf
38 IA2_nstitutional_Effectiveness-Joint_Committee_website.pdf
39 IA2_2015-2016_SMC_Student_Equity_Plan.pdf
40 IA3_SMC_Planning_Organization.jpg
41 IA3_MPE_&_Strategic_Planning_Timeline.pdf
42 IA1_District_Planning_and_Advisory_Council_Board_Policy_2250.pdf
43 IA3_2011_Institutional_Effectiveness_Report.pdf
44 IA3_2013_Institutional_Effectiveness_Report.pdf
45 IA3_2014_Institutional_Effectiveness_Report.pdf
46 IA3_2015_Institutional_Effectiveness_Report.pdf
47 IA3_Master_Plans_for_Education.pdf
48 IA3_SMC_Planning_Organization.jpg
49 IA3_MPE_2006.pdf
50 IA3_Master_Plan_for_Education_2011-2012.pdf
51 IA3_Summary_of_Strategic_Initiatives_2006_and_2011.pdf
52 IA3_Excerpt_from_2015-16_MPE_Institutional_Objectives_Completion_2011-2016.pdf
53 IA3_Academic_Senate_Objectives_MPE_2015-2016_Final.pdf
54 IA3_Master_Plan_for_Facilities_2010_Update.pdf
55 IA3_Technology_Objectives_MPE_2015-2016.pdf
56 IA2_2015_IE_Committee_Report_to_DPAC.pdf
57 IA3_DPAC_Annual_Report_MPE_2015-2016.pdf
58 IA3_Program_Review_Summary_MPE_2015-2016.pdf
59 IA3_BT_Priorities_MPE_2015-2016.pdf
60 IA3_Master_Plan_Objective_Response_Form_2016-2017.pdf
61 IA3_DPAC_Minutes_7-9-2014.pdf
62 IA3_DPAC_Minutes_7-23-2014.pdf
63 IA3_DPAC_Minutes_9-9-2015.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 IA1_SMC_website_Vision_Mission_and_Goals.pdf
71 IA4_District_Planning_Vision_Mission_and_Goals.pdf
72 IA4_Board_of_Trustees_website.pdf
73 IA4_Board_Policy_Manual_website.pdf
74 IA4_College_Catalog_2015-2016.pdf
75 IA4_SMC_In_Focus_Issue_5_10-16-2015.pdf
76 IA1_BT_Minutes_4-7-2015_excerpt.pdf

STANDARD IB: ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

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

Evidence of Meeting the Standard

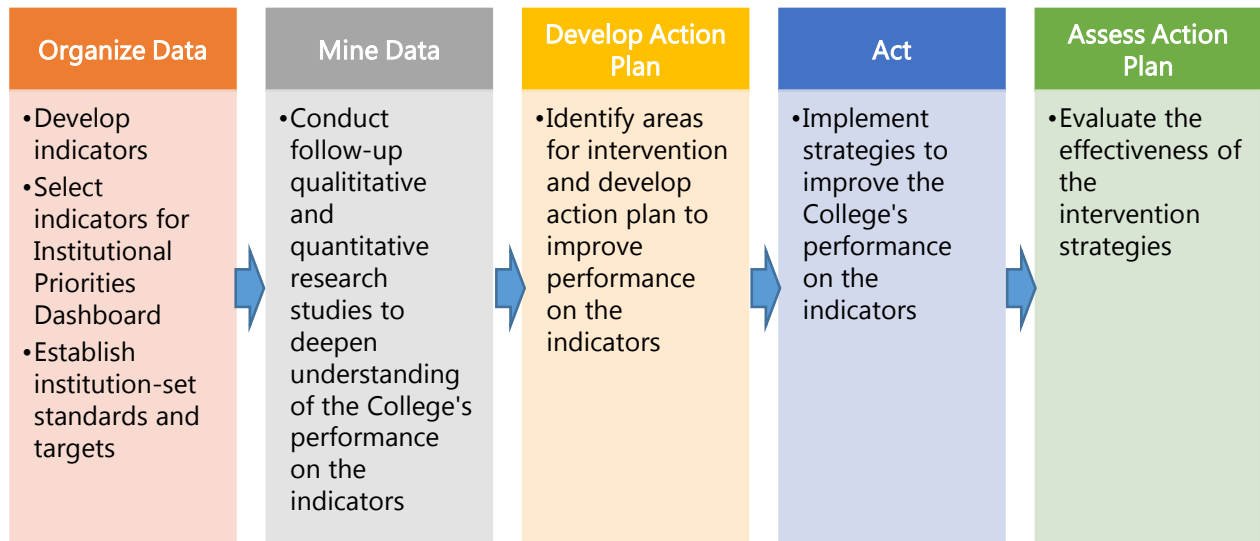
Santa Monica College has revamped and made significant improvements to several key processes to strengthen the College's ability to ensure academic quality and institutional effectiveness. The three improvements are discussed below and frame the evidence presented throughout the standard. The College's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

Improvement 1: Systematized the Assessment of Institutional Effectiveness and Increased the Research Capacity of the College

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

A more robust IR team has enabled the College to develop and implement a more systematic [framework](#)² for directly assessing [institutional effectiveness](#) (IE).³ The IE process is integrated into the College's five-year planning process and involves the analysis of longitudinal data related to fundamental measures of student learning and success, including access, course success, certificate and degree achievement, and transfer, as well as the identification and prioritization of the areas needing critical attention. The following flowchart provides an overview of the IE process and illustrates how data are used to develop and assess action plans to achieve the Mission of the College and its institutional priorities.

Institutional Effectiveness Process



The [IE process](#)⁴ drives evidence-based, college wide planning and informs decision-making processes at the department and unit levels. Each year, a [report](#)⁵ of the institutional performance and progress on the key metrics measuring effectiveness is disseminated and discussed by the entire college community. The IE process is also based on self-review for institutional improvement. It is aligned with state and federal mandates whenever possible and is built on the expectation that data will be collected and reviewed at multiple levels of practice, including the classroom and department or unit levels. The outcome of this process is a college wide perspective that informs institutional strategies. It is an ongoing, dynamic process that responds to the changing needs and priorities of the institution.

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

Beginning in 2012-2013, a [Dashboard](#)⁶ was created to help the College visually monitor performance on the Key Indicators of Institutional Effectiveness. As of 2014-2015, seven dashboards, when viewed together, provide a balanced view of institutional effectiveness:

- 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

Improvement 2: Program Review Process

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

The College's program review process involves a comprehensive review of all administrative departments and instructional, student, and learning support services on a [six-year cycle](#).⁷ Each department undergoing the six-year program review prepares and submits a written report and then meets with the Program Review Committee, which is made up of faculty, administrators, and other interested parties, to answer clarifying questions that the committee members may have regarding the report. Subsequently, for each reviewed program, the committee prepares an [executive summary](#)⁸ that includes commendations for outstanding practices or improvements made since the last review, recommendations by the committee for program improvement, and recommendations for institutional support that is needed by the program. Program review self-evaluation reports are then summarized, and overarching trends and recommendations are identified in an annual committee [report](#)⁹ that is used to inform the College's master planning process as described in detail later in this standard.

Another significant enhancement to the process is the addition of an annual program review update for all programs, which is designed to inform unit-level planning and align program/department planning with institutional planning. Annual program review updates are now required of all departments. The annual program review process essentially functions as a [yearly update](#)¹⁰ to the six-year program review.

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

The development and implementation of an annual program review process links the master planning process to the program review process. The annual reports are reviewed by area vice presidents. However, components of the annual review are also reviewed by other relevant planning bodies. For example, discussions of technology needs and challenges are reviewed by the Technology Subcommittee of the College's central planning body, the District Planning and Advisory Council (DPAC).

In 2014-2015, the annual and six-year program review processes were made more efficient by moving from a paper-based to a [web-based system](#)¹¹ which strengthens the ability to integrate and build upon the information from previous reports. In addition, at an institutional level, one significant benefit of the online reporting process is its ability to compile sections of various program review reports from departments and programs across the College into a summary report.

Improvement 3: Master Plan for Education Process

The annual *Master Plan for Education* update report serves as the College's core planning document and informs the work of DPAC. The annual [Master Plan for Education reports](#)¹² contain a list of the institutional objectives and a report on the status of past objectives.

Several significant improvements have been made to the master planning process:

- All institutional objectives are linked to one or more of the Institutional Learning Outcomes and Supporting Goals (with a narrative to describe the relationships) to establish a connection between the Mission statement and specific actions.
- As shown in the [planning organization diagram](#),¹³ The annual *Master Plan for Education* update process considers all of the major institutional planning summary documents, including the annual Program Review Summary Report, the Institutional Effectiveness Report, the Strategic Initiatives, the Board of Trustees Goals and Priorities, Academic Senate Objectives, Accreditation Recommendations and Self-Initiated Improvement Plans, Institutional Effectiveness Committee Reports, Master Plan for Technology, Master Plan for Facilities, Student Success and Support Program (SSSP) Plan, and Student Equity Plan.
- Institutional objectives from the previous year are reviewed and evaluated for degree of completion. Objectives that have not been completed are generally continued for the following year as objectives, but they are often revised to provide better focus and clarity. This change, along with the inclusion of planning documents to inform the development of institutional objectives, has resulted in fewer objectives that are more clearly articulated and completed at higher rates (e.g., 79 percent of the objectives were either Completed or Substantially Completed in 2009-2010 as compared to 100 percent either Completed or Substantially Completed in 2013-2014).

Sustained Dialogue

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

Dialogue at the Program/Department Level

Most of the dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement begins and develops at the program and department level. Faculty and staff are intensely concerned about the success of the students and initiate conversations to ensure their success.

Several processes help facilitate and guide these conversations. Perhaps the most important of these processes and supports is the program review process described earlier, which drives programs and departments to engage in reflective dialogue focused on improving student

learning and achievement. In completing these reviews, departments describe the student learning and achievement data that they collected and analyzed, report how unit members were involved in the dialogue, and discuss how assessment results were used to inform program objectives and planning. The discussions of student learning outcomes (SLO) assessment results within the departments are essential to the program review process. To facilitate these conversations and the completion of the annual program review report, the Institutional Research Office provides an [annual report](#)¹⁴ that summarizes SLO results at the section, course, discipline, program, and department levels for [all academic departments](#).¹⁵

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

- The Impact of the [Adelante Program](#) on Student Outcomes¹⁶
- The Impact of the [Black Collegians](#) Program on Student Outcomes¹⁷
- Evaluation of Student Satisfaction with [Business Courses](#)¹⁸
- The Impact of the [Waiver Process](#)¹⁹ on [English Course Success](#)²⁰
- Employers [Surveys](#) of Marketing and Social Media Programs²¹

Dialogue Occurring Across the Campus

Dialogue at the program level may also be the direct result of interactions between faculty and staff across programs that occur as a result of formal and informal gatherings. Examples of these opportunities for faculty and staff to engage in interdisciplinary dialogue include:

- The [Center for Teaching Excellence](#),²² established in 2012-2013, offers several professional development opportunities for faculty to collaborate and exchange ideas about pedagogy and practice for improving student learning and success, such as a faculty summer institute, workshops throughout the year, and a book club.
- College wide Flex Day typically includes several workshop activities and “talks” around a student success theme, such as student grit (Fall 2012), practices of effective college professors (Spring 2014), student equity ([Fall 2014](#)),²³ Institutional Learning Outcomes ([Spring 2015](#)),²⁴ and meeting students where they are ([Fall 2015](#)).²⁵
- [Research roundtable](#) discussions²⁶ are hosted by the Office of Institutional Research and are centered on published research studies or internal research reports that focus on student experiences, learning, and success.

The College also responds to emerging needs to support ad hoc dialogue between specific campus groups outside of the above-mentioned structured opportunities. This is clearly evidenced by the process that led to the creation of the Basic Skills Initiative/Career Technical Education ([BSI/CTE](#)) Taskforce in 2011-2012.²⁷ In discussions about barriers to student learning, faculty in CTE programs examined data that revealed that many students lacked the foundational reading, writing, and computational skills to be successful in the [CTE courses](#).²⁸ After discussions with the CTE committee and Vice President of Academic Affairs, a cross-disciplinary taskforce was created to analyze and discuss additional data, identify the specific gaps in basic skills in the CTE student population, and develop strategies for closing these gaps. This work included [institutional objectives](#)²⁹ designed to improve CTE programs in the 2014-2015 and 2015-2016 *Master Plan for Education* updates.

Dialogue Occurring in the External Community

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

- Career Technical Education Industry Advisory Boards: All CTE programs have an industry [advisory board](#)³⁰ that meet at least once a year to discuss emerging trends and current/future employment needs, review curricula to ensure that courses are meeting the needs of the industry, and explore strategies to improve student success.
- Dialogue with the Local Public Schools: The College regularly engages local high schools in dialogue about student preparedness, program development, and student learning and achievement. Examples include the following:
 - The SMC-SMMUSD Education Collaborative with the Santa Monica-Malibu Unified School District informs planning and implementation of the Young Collegians Program.¹
 - The [SMC-SMMUSD Adult Education Consortium](#)³¹ addresses the needs of [adult learners](#)³² and is developing [new programs and services](#).³³
 - The LA HI-TECH Program is a joint initiative on the part of several community colleges in Los Angeles County to create high school-to-college curricula pathways in technology-related fields.²
 - The [first](#) annual Special Joint Meeting of the College’s Board of Trustees and the SMMUSD Board of Education focused on college readiness and success.³⁴
- Dialogue with the Local Community: The College engages the local community in dialogue about institutional effectiveness. Two community groups that support the College – the General Advisory Board and the Santa Monica College Associates – provide regular opportunities for the community to learn about specific activities and [programs](#)³⁵ and to provide feedback.³ Other examples include the Santa Monica [Cradle to Career](#) initiative³⁶ and a community newsletter, [SMC In Focus](#).³⁷

Dialogue at the Institutional Level

Dialogue about student learning and achievement at the program level may become institutional conversations, particularly if there are overarching needs and concerns, through college wide committees or specialized ad hoc committees, whose charge is to help ensure

¹ 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.

² 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).

³ 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.

continuous improvement of student learning and academic quality at the student, program, and institutional level. Examples of such committees include the following:

- Academic Senate Joint Curriculum Committee
- Academic Senate Joint Institutional Effectiveness Committee
- Academic Senate Joint Professional Development Committee
- Academic Senate Joint Program Review Committee
- Academic Senate Joint Student Affairs Committee
- Academic Senate Joint Distance Education Committee
- GRIT Initiative Group⁴
- Student Equity Planning Taskforce⁵
- Student Success Committee (formerly the Basic Skills Initiative Committee)⁶

The work of these committees, particularly as they relate to budget, technology, facilities, human resources, and college services, work to inform the dialogue of DPAC. In addition to making recommendations with regard to those matters, [DPAC](#)³⁸ is responsible for the development, implementation, and review of the College's *Master Plan for Education*.

Dialogue at Board of Trustees Level

As conversations regarding institutional effectiveness lead to recommendations for institutional planning and resource allocation, the Board of Trustees, in consultation with the College Superintendent/President, uses this information to make institutional decisions. Each year, the Board examines and reviews the [College's performance](#) on the student success metrics of the system wide accountability systems (Accountability Reporting for the Community College/ARCC and the Student Success Scorecard),³⁹ which now includes the [College's progress](#) on the metrics of the Institutional Effectiveness Dashboard.⁴⁰ In addition, representatives of specific programs and initiatives report to the Board on their programs' respective achievements with regard to student achievement and success. Examples of such reports include the following (this list is for illustrative purposes and is not exhaustive):

- Results of the [Career Technical Education Former Student Survey](#)⁴¹
- Evaluation of the [Distance Education Program](#)⁴²
- Outcomes of the [GRIT Initiative](#)⁴³
- Baseline data for the [Student Equity Plan](#)⁴⁴
- Impact of [Counseling on First-Year Students](#)⁴⁵
- Results of the [Global Citizenship Student Survey](#)⁴⁶

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

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

⁶ 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.

The Board of Trustees also holds a special study session each spring to discuss specific topics of student achievement and institutional effectiveness. The study sessions have focused on topics such as the [completion agenda](#),⁴⁷ students' [first-year experience](#),⁴⁸ and increasing the success of [basic skills students](#).⁴⁹ A second study session occurs every summer, dedicated to the review of board discussions that have occurred throughout the previous academic year. Based on this review, the Board sets the [Goals and Priorities](#)⁵⁰ for the upcoming year, which ultimately informs the master planning process and leads to further dialogue at various levels of the College.

Dialogue Informs Improvements of Student Learning and Achievement

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

- [STEM Program](#), including the Science and Research Initiative Program⁵¹
- [English Academy](#)⁵²
- Institutionalization of the [Supplemental Instruction Program](#)⁵³
- [First-Year Experience Program](#)⁵⁴
- [The Center for Teaching Excellence](#)

Analysis

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

The College's evidence-based culture ensures that the dialogue that occurs is substantive and directed. With the increase in staffing of the Institutional Research office, the College has dramatically increased its capacity to support data-driven dialogue focused on student achievement and institutional effectiveness. Dialogue extends beyond the discussion of student outcomes and includes dialogue about strategies to improve the experience and achievement of students, and ultimately, the evaluation of implemented strategies.

Plan

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

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

Evidence of Meeting the Standard

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

Institution-Defined Student Learning Outcomes

Course Level

All new course development at the College includes identifying course-level student learning outcomes and assessment methodology and is guided by the [Curriculum Development Process](#)⁵⁵ as established by the Academic Senate Joint Curriculum Committee. This is a faculty-led process in which faculty develop new courses in conjunction with the department chair; a Curriculum Committee representative; members of other impacted departments/areas as appropriate (i.e., courses that will be cross-listed); the Articulation Officer; and a Library faculty member. With their input, the faculty member develops a [Formal Written Proposal](#)⁵⁶ for discussion, review, and approval by the full department. This formal proposal must include defined student learning outcomes, as well as course objectives, established by the faculty member with assistance by the department chair. Once a proposed course is approved by the department, it is submitted to the Curriculum Committee. This process is the same for all courses, including on-ground, online, hybrid, and noncredit courses and for all courses developed for the College's new [baccalaureate degree program](#).⁵⁷

Online courses often have on-ground counterparts; therefore, as faculty and departments consider new online courses, they must consider the feasibility of offering each course online, its appropriateness for online delivery, and the College's ability to offer support for that course, including relevant instructional learning supports. Thus, the Distance Education Office must also be consulted. If a course is deemed suitable for online delivery, the student learning outcomes, course objectives, and content will remain the same as for traditional courses. However, there may be other changes/modifications, which are highlighted in bold on the Distance Education Course Outline of Record. In addition, the faculty member must complete the [Distance Education Review and Approval Checklist](#).⁵⁸

In general, the faculty member(s) proposing an online course is the person who will teach the course. While the subject matter/discipline expertise of the faculty member proposing the new course is considered, the College has not yet achieved consensus through its participatory governance process to consider the faculty member's knowledge and expertise in the field of distance education. The lack of consensus on the role that prior experience and skill in online teaching should play has been a long-standing topic of discussion in the Academic Senate Joint Distance Education Committee. However, the committee has developed strategies to help ensure the quality of the College's online courses including a

Distance Education Faculty Readiness workshop available on ground and online for faculty who are new to online teaching or would like to refresh and/or enhance their skills.

SLOs exist for all of the College's active courses, including online and noncredit courses. The SLOs are included in the course syllabus and are listed in the [Course Outline of Record](#)⁵⁹ (accessible via CurricUNET). Assessments of student achievement of SLOs are integrated into regular classroom assessments (e.g., items on examinations, projects, homework assignments, laboratory reports, and papers).

Instructional Programs (Degrees and Certificates)

Santa Monica College follows a similar process for new program development, using the [Program and Course Approval Handbook](#)⁶⁰ published by the California Community Colleges Chancellor's Office. Faculty integrate input from various organizations, such as the Career Technical Education Committee for CTE programs, to inform and guide the program focus and content. The Curriculum Committee is responsible for approving all new programs prior to submitting the program for review and approval at the regional and/or state level. At this time, the College does not offer any degree or certificate programs entirely online.

Faculty members have worked diligently to define program-level SLOs for all instructional degrees and certificates, building upon the course SLOs to the extent possible. As such, all of the College's instructional programs have [program SLOs](#) that are listed in the College Catalog⁶¹ and are assessed on an ongoing basis. With regard to assessment of program level SLOs, departments have two options. If the program has a capstone course, the SLOs of the capstone course are that program's assessed outcomes. If the program does not have a capstone course, the course results for all SLOs in all required courses for all students who achieved an award in the program serve as the [assessed outcome](#) of that program.⁶²

SLOs for Student and Learning Support Services

The process for defining SLOs for student and learning support services is activity-dependent. Each of the 28 counseling programs have defined one or more [outcome statements](#)⁶³ related to what students will have learned as a result of meeting with a counselor in an individual counseling session. Other student and learning support services define service [unit outcomes](#) (UOs),⁶⁴ or statements of what a student will have experienced as a result of participating in a specific activity or service. All of the services have [defined SLOs](#) and assessments in place.⁶⁵

Institutional Assessment of SLOs

Assessment of SLOs occurs at the student, course, and program level. Program Review templates include specific language asking departments to document their SLO processes to ensure that SLO assessment is taking place on an [annual basis](#).⁶⁶ Longitudinal assessment of SLO results are included in the [six-year Program Review Report](#).⁶⁷

In 2014-2015, the Academic Senate Joint Institutional Effectiveness and Program Review Committees collaborated to develop an [SLO checklist](#)⁶⁸ to guide the development of SLOs and tools to measure the degree to which SLOs are achieved. This guide also helps to ensure compliance with and documentation of the SLO process.

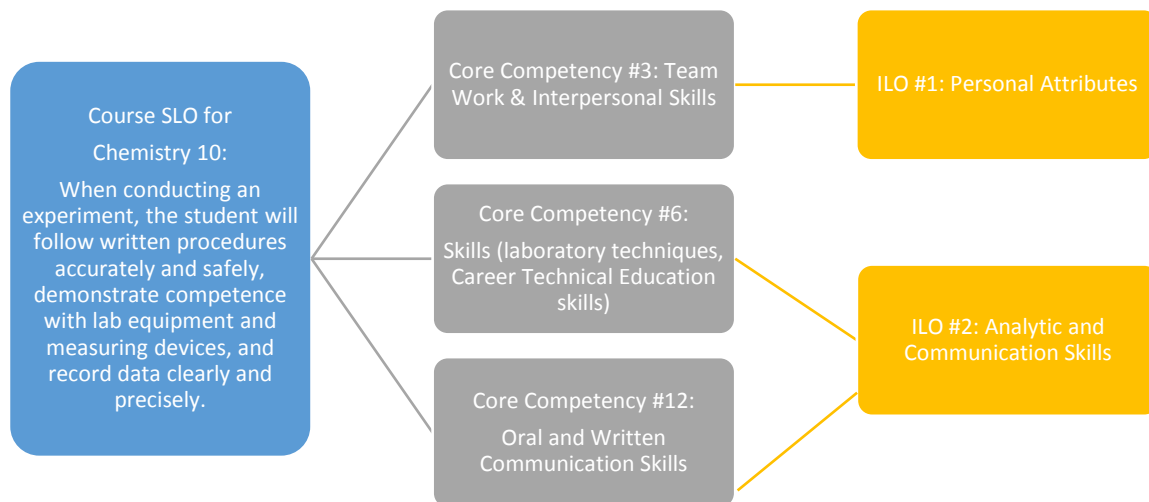
Another important development was the creation of a [web-based data tool](#),⁶⁹ the [SLO Portal](#),⁷⁰ designed to streamline the recording and analyses of student-level [course SLO](#)

[results](#).⁷¹ This formal mechanism captures learning outcomes assessment results and generating summary reports at the section, course, discipline, department, and institutional levels. In Spring 2013, the counseling version of the SLO Portal was launched, which allows counselors to record student-level results of counseling session outcomes assessment.

A key feature of the SLO Portal is its ability to capture outcomes assessment results by student, allowing for the disaggregation of data according to student demographic variables (e.g., ethnicity/age, international or domestic student status, age, sex, units completed, course repetition, and basic skills status). This allows for the data to be utilized to further inform decisions regarding curriculum, teaching strategies, materials/technologies, and assessment methodologies for specific student populations. In addition, the [annual SLO results](#) are aggregated by the Institutional Research Office at the section, course, discipline, and department levels for analysis by the instructional departments.⁷²

The information generated by the SLO Portal is also very valuable for planning at the institutional level. Each course, counseling, and degree/certificate program SLO is directly linked to one or more of the core competencies of the Institutional Learning Outcomes (ILO). As such, the SLO results can be aggregated by [core competency and ILO](#).⁷³ A table is provided in evidence that describes the [core competencies](#)⁷⁴ and corresponding ILOs with which all course and certificate/degree SLOs align. The figure below demonstrates how a course SLO links to the broader core competency and corresponding ILO.

Illustration of Course SLO Aligned with Core Competencies and ILOs



The Academic Senate Joint Institutional Effectiveness (IE) Committee examines the SLO results at the core competency and ILO level and monitors these results over time on the [annual IE Dashboard](#).⁷⁵ The IE Committee uses the findings from the ILO results, among other college wide data, to inform institutional planning. For example, in 2013-2014, the IE Committee analyzed trend data on core competency and ILO mastery rates by [student demographic variables](#).⁷⁶ The data revealed that for all core competencies and ILOs, gaps in outcomes performance exist for Black and Hispanic students, but the impact was greatest for Black students. Upon further analyses, the IE Committee found that the trend existed, even among Black and Hispanic students that placed into college-level courses, suggesting that the

gap in outcomes performance may be attributed to factors other than English and math preparedness. The IE Committee thus provided a recommendation for the development of a 2014-2015 *Master Plan for Education* [annual objective](#) to further investigate and implement strategies to increase the learning outcomes of Black and Hispanic students.⁷⁷

Improvements Based on Course, Program, Certificate/Degree Evaluation

Recommendations for course and program improvement can emerge from such formal processes as Program Review and Institutional Effectiveness, and through faculty evaluation, including student evaluation of existing courses, which occur annually. Recommendations can also emerge outside of these formal processes through faculty review of their own course data, department conversations regarding the efficacy of programs, and feedback from industry advisory board members and other industry partners.

One example in which actions were taken as a result of program evaluation is the collaboration between Life Science and ESL faculty in response to an Institutional Research study evaluating the success of [ESL students in Life Science classes](#).⁷⁸ The study revealed that the greatest challenge that ESL students encounter in their science courses is learning scientific terminology. The Life Science department arranged for an ESL faculty member to present vocabulary and reading [workshops](#)⁷⁹ to students taking biology classes, and the Life Science department hosted a workshop to discuss classroom strategies for improving reading comprehension and vocabulary acquisition.

Distance Education courses are evaluated through the same processes, using resources developed by the Distance Education Office to ensure a comprehensive evaluation that results in recommendations for improvements. For example, the Early Childhood Education/Education Department uses the new faculty evaluation process when a new faculty member teaches online. The department chair assesses the course against the [Checklist for Basic Online Course Review](#),⁸⁰ which was developed in conjunction with eCollege, the College's current online learning platform.⁷ The Early Childhood Education/Education Department will also be using the [@One's Standards for Quality Online Teaching](#).⁸¹

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

Analysis

The College has made significant strides to implement student learning outcomes assessment at all levels and to make the SLO process formal, ongoing, systematic, and actionable. By aligning the SLO process with the annual program review and the implementation of the web-based SLO portal, the College has successfully formalized the process of assessing course, degree/certificate, and ILOs and reporting the assessment results. The improvements in the SLO process, including the availability of SLO data disaggregated by student group,

⁷ 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.

have resulted in more widespread discussions of SLOs and increased use of the SLO results for department level and college wide improvements.

Plan

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

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

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

Evidence of Meeting the Standard

To comply with the new regulations set by the U.S. Department of Education and the ACCJC, Santa Monica College has established institution-set standards for all indicators measuring student success and achievement, such as course success, transfer, and license exam pass rates. The Academic Senate Joint Institutional Effectiveness Committee initially set standards for 20 [student success metrics](#) in Spring 2013⁸² but has since added to the number as the College has reviewed and revised the effectiveness of each indicator and its standard over time. Two of these indicators specifically address Distance Education (DE), including DE Course Success and Retention rate gaps, although data from online courses and programming is included in the other indicators as well. The most current indicators and their corresponding institution-set standards are noted in the [Institutional Effectiveness Dashboard](#) on the Santa Monica College website.⁸³

Institution-set standards reflect the satisfactory performance of student learning and achievement. To define the standards, a common formula based upon the percentage of the average performance over four baseline years was applied to all metrics. The committee and key stakeholders reviewed the appropriateness of each standard and made modifications to the formula in cases where the standard was deemed to be too low or unreasonably high while considering factors such as the reduction in course offerings due to budget cuts and changes in course enrollment priority policies. The standards are reported in the [annual ACCJC report](#)⁸⁴ and are on the internal [Institutional Effectiveness Dashboard](#).

In addition to minimum standards, the College has set targets or measurable goals for a subset of the dashboard indicators measuring student success and achievement. The targets are aspirational in nature and when achieved, make meaningful improvements to institutional effectiveness. Each target is set using a distinct method based on the needs and expectations of the [key stakeholders](#)⁸⁵ and reviewed by the Academic Senate Joint Institutional Effectiveness Committee and DPAC.

In response to recently enacted legislation (California Senate Bill 960, 2014-2015 Higher Education Trailer Bill), Santa Monica College adopted target goals for metrics on the statewide Institutional Effectiveness Partnership Initiative ([IEPI](#)) Framework of Indicators.⁸⁶ In the initial year of implementation in 2014-2015, the College set and adopted goals for course completion rate, accreditation status, fund balance, and overall audit opinion. Similar to the goal-setting process for dashboard indicators, the process of setting targets for the IEPI involved input from several college groups, including the Academic Senate, the Academic Senate Joint Institutional Effectiveness Committee, the Accreditation Steering Committee, DPAC, Fiscal Services, and the Board of Trustees.

If the College falls below the institution-set standards for one or more of the student achievement metrics, the finding is noted in the [annual report](#) prepared by the IE Committee. The IE Committee Report summarizes significant findings observed in the IE Dashboard and other data that were examined and makes recommendations to DPAC for consideration in the development of the *Master Plan for Education* institutional objectives. For example, in the 2013-2014 IE Dashboard, the College met or exceeded the institution-set standards for 22 of the 23 metrics of student achievement. However, the College's performance on the Career Technical Education (CTE) Completion Rate indicator (42.0 percent) fell below both the institution-set standard (43.8 percent) and target goal (47.0 percent). Based on this finding, the IE Committee recommended that the College determine the CTE completion rate goal and the [CTE Committee](#) recommended that the College participate in Sonoma County Junior College District's [CTE Employment Outcomes Survey](#).⁸⁷ The recommendation also informed the master planning process and resulted in an institutional objective (2014-2015 *Master Plan for Education* [Institutional Objective #2](#)) focused on improving the CTE completion rate.⁸⁸

Analysis

The College has established institution-set standards for nearly two dozen student achievement metrics and is assessing on an annual basis whether the College is meeting these standards. The College is working to define minimum standards for degree and certificate programs and develop a mechanism to document whether programs are evaluating their performance against institutional standards for program planning. To help facilitate the

development and assessment of program-set standards, the Program Review and [Institutional Effectiveness Committees](#) have begun to lay the [foundation](#) for integrating the institution-set standards into the already existing annual program review process.^{89,90} With recent concerns in CTE, the College is also looking to enhance its ability to collect accurate CTE data that will better reflect student and program achievement, including participating in the [CTE Employment Outcomes survey](#).⁹¹

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

Plan

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

Proposed Activities	Responsible Party	Timeline	Outcomes/Benchmarks for Success
Objective 1: 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.
Objective 2: 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).

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

Evidence of Meeting the Standard

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

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

Assessment Data Guides Individual Instructional and Student Support Practices

Faculty are able to request data for the class sections they teach to evaluate the effectiveness of a particular instructional strategy or intervention. For example, the English Department requested data to conduct a pre- and post-comparison of student progression rates to the next English course in the sequence after the implementation of accelerated courses in Fall 2011. Based on the low number of students who transitioned from basic skills courses to college-level courses, the department revised their curriculum, collapsing three basic skills courses into two. The [implementation of these new courses](#) has not only improved the percentage of students who progress through the basic skills course sequence, but also positively impacted the percentage of students who successfully complete a higher level English course.⁹²

Assessment Data Initiate Dialogue and Guide Departmental Planning

Assessment data are also used to initiate and guide departmental dialogue. For example, the Math Department invited the Institutional Research (IR) Office to its Spring 2014 and 2015 departmental flex days to engage Math faculty in [dialogue around basic skills math course](#)⁹³ completion data and the [student equity gaps](#) that exist for Black and Hispanic male students in terms of basic skills success.⁹⁴ The data were used to plan the departmental activities for the academic year, which included conducting student focus groups of the targeted student populations to understand their experiences in math courses.

Assessment Data Drives the Needs Assessment Process

The College uses data to determine the needs of students in terms of learning and achievement. For example, in Fall 2011, IR conducted [focus groups](#) with first-time freshmen who recently took the College's English and/or math placement exams in order to gather

feedback about how to improve the experience of students during the assessment process.⁹⁵ The results of the focus groups led to and informed the development, in part, of [Prep2Test](#),⁹⁶ a program designed to better prepare students for the placement exams.

Another example includes a college wide student survey that was administered to evaluate the needs of distance education students and assess the effectiveness of the current Distance Education program. Student responses, coupled with continued improvements in online student success, confirmed and validated that the College is using good online pedagogy and providing students with the support they need to be successful in this environment. The Academic Senate Joint Distance Education Committee uses this data to identify and promote best practices in the delivery of online courses and identify potential areas for professional development for faculty who teach online. As a [result](#),⁹⁷ the [disparity](#)⁹⁸ between online success rates and on-ground success rates has decreased from 5.3 percent in 2010-2011 to 0.2 percent in 2013-2014.

Assessment Data Informs Curricular Processes

The College also uses assessment data to organize the curricular processes and support student learning and achievement. For example, the Academic Senate Joint Curriculum Committee has used [assessment data](#)⁹⁹ to evaluate the validity of a course advisory, eligibility for English 1, currently in place for hundreds of courses.¹⁰⁰ Similarly, the [Scholars Program](#)¹⁰¹ regularly examines [transfer data](#)¹⁰² to determine the program's course offerings, including its honors courses: transfer data is assessed longitudinally to identify transfer trends, which then inform the course offerings.

Assessment Data Directs the Program Review and Master Planning Processes

Assessment data are used to develop departmental and institutional objectives for the program review and master planning processes. For example, in the comprehensive six-year program review self-evaluation report, the Business Department examined student demographic data and developed an objective to advance outreach efforts to underserved students, including veterans and students participating in the Black Collegians and Latino Center/Adelante programs. These activities included establishing a Business faculty liaison to work with the Veterans Resource Center, hosting an open house for students from the Black Collegians Program and the Latino Center/Adelante Program, and establishing a relationship with a community based organization, [Inroads](#),¹⁰³ whose mission is “*to develop and place talented underserved youth in business and industry, and prepare them for corporate and community leadership.*” The [Business Department](#) is working with the Office of Institutional Research to assess the impact of these activities and conduct further inquiry on how to best serve the needs of these student populations.¹⁰⁴

Assessment Data Informs Resource Allocation Processes

Data are central to many decisions regarding the allocation and reallocation of resources. For example, prior to 2011-2012, the Supplemental Instruction (SI) program was entirely funded by a federally funded Title V – Developing Hispanic Serving Institutions grant; however,

[data collected on the impact of the SI program](#) on [student success](#) in historically challenging courses supported the decision to institutionalize the program.¹⁰⁵

Assessment Data Evaluates Program and Institutional Effectiveness

The College collects and analyzes assessment data to evaluate program and institutional effectiveness and to provide feedback to improve existing strategies and programs. For example, the evaluation results of two new programs, [Summer Jams](#),¹⁰⁶ and [You + 1](#),¹⁰⁷ were used to monitor whether the program goals were met and provided critical feedback from participating students and faculty that was used to address problems immediately.

Analysis

Santa Monica College has institutionalized an array of processes at the course, program/department, and institutional level to support the Mission and ultimately, student learning and achievement. The College demonstrates widespread and persistent use of assessment data to support these institutional processes. While the increase in Institutional Research staff has improved the College’s capacity to collect and analyze assessment data at the course, department, and institutional levels, requests for data exceeds the staff’s ability to respond in a timely manner. A data warehouse has been identified as the means for ensuring that departments have timely access to data they need.

Plan

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

Proposed Activities	Responsible Party	Timeline	Outcomes/ Benchmarks for Success
Objective: Develop a data warehouse and reporting tool for real-time data access.			
1. Identify potential vendors to provide data warehousing and reporting. 2. 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.

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

Evidence of Meeting the Standard

The College systematically assesses accomplishment of its Mission, Goals, and Strategic Initiatives through an integrated and comprehensive planning and assessment process. This cyclical process relies on assessment results at the student, program/department, and institutional levels to evaluate and refine the strategies employed to improve outcomes. The major elements of the integrated planning and assessment process include program review, the Institutional Effectiveness Dashboard, and the *Master Plan for Education*.

Program Review

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

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

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

Another component of the program review report addresses curriculum review. Instructional programs are required to review all of their course outlines for currency, relevancy, and accuracy, including course outlines for all online classes. The Program Review Committee reviews each department's responses to these questions and makes recommendations for improvement as necessary.

To facilitate departments' preparation of their six-year program review report, the Institutional Research (IR) office prepares [comprehensive data packets](#) that address student demographics, course offering patterns, course success and retention rates, and degrees and certificates data for each program within a department.¹⁰⁸ The data are disaggregated by

student demographic variables and course mode of delivery, including online courses, where appropriate. In addition, the IR office works with all programs, including student support and administrative services, to collect/report custom department data. According to [IR's 2014 annual program review report](#), approximately 15 percent of research reports completed in calendar year 2013 were for the purpose of supporting six-year program reviews.¹⁰⁹

The development of the [SLO Portal](#)¹¹⁰ has also facilitated program evaluation by formalizing the process of collecting, analyzing, and reporting course and counseling SLOs. Because SLO data are recorded by student, SLO assessment results can be matched to the College's student information system and disaggregated by student background and demographic variables, including ethnicity/race and basic skills status. [SLO assessment results by class](#) section are accessible in the portal by all faculty.¹¹¹

The Office of Institutional Research (IR) provides a variety of data reports for faculty and staff throughout the year depending on the focus and scope of the data. Data reports summarizing SLO mastery rates at the course, discipline, and instructional program/department level, as well as at the non-instructional counseling program level, are generated each semester. Data reports summarizing SLO mastery rates for students who complete a degree, certificate, or the general education (GE) course pattern are generated annually. These reports provide the data necessary for instructional departments to conduct self-evaluations related to student learning.

The SLO portal also facilitates the assessment of Institutional Learning Outcomes (ILOs). ILOs are assessed each term by [examining course SLOs](#), which are aligned with core competencies of the ILOs.¹¹² College wide ILO mastery rates are provided in the SLO reports for program review and serve as a benchmark for course and degree/certificate SLOs, providing programs the opportunity to compare their results with the institution as a whole.

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

The Institutional Effectiveness Report and Dashboard

The most direct method of evaluating the extent to which the College is accomplishing its Mission is through the institutional effectiveness (IE) process. The College's IE process results in an annual written report and [online dashboards](#) that summarize the College's performance on key metrics of institutional effectiveness. The IE process drives evidence-based, college wide planning and informs decision-making processes at the departmental and unit levels by engaging the college community in the data collection, review, and analysis phases. Performance gaps are identified and included in the [annual IE Committee Report to the DPAC](#) for the master planning process. Key stakeholders use the data to identify areas for intervention and implement strategies for improvement. The IE reporting and Dashboard processes also provide evidence to inform annual updates to the *Master Plan for Education*, the *Master Plan for Technology*, and the *Master Plan for Facilities*.

The Master Plan for Education

Another key method for assessing how well the College is achieving its Mission is the evaluation of the College's Mission, Vision, and Goals as set forth in the *Master Plan for Education*, which is updated annually during each year of the planning cycle and revised every five years. However, the College planning and assessment process does not end with the *Master Plan for Education*. The process is reciprocal, as the *Master Plan for Education* guides the annual planning and assessment work of the Board of Trustees and various college groups, departments, and units.

The five-year strategic planning process also involves the development of Strategic Initiatives that directly relate to the College's Mission and are designed to improve institutional effectiveness. The College is embarking on its next five-year strategic planning cycle, which will be informed by the current Accreditation Self Evaluation Report, as well as by the other assessment processes described.

Analysis

The College's process for assessing accomplishment of its Mission is comprehensive, thorough and incorporates program review, as well as the evaluation of goals and objectives as outlined in the *Master Plan for Education*, student learning outcomes, Board Goals and Priorities, key indicators of student achievement, and institutional effectiveness. Assessment occurs at every level and informs both bottom-up and top-down planning processes. The assessment processes at the College ensure the use of both qualitative and quantitative evidence to inform evaluation and planning, and data are more readily available now than ever before. The enhancements to the program review and master planning processes have allowed for planning and assessment to occur in a more integrated, meaningful, and sustainable way and have made the relationship between planning, assessment, evaluation, and resource allocation more explicit.

Plan

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

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

Evidence of Meeting the Standard

Santa Monica College is committed to the success of all of its students and demonstrates this commitment in part through the development of data collection and monitoring systems that

have the capacity to disaggregate and analyze learning outcomes and achievement data by subpopulations of students at the College.

As previously described, the College monitors disaggregated student learning and achievement performance data on the Institutional Effectiveness (IE) dashboards and as part of the student equity planning process to identify performance gaps. In 2014-2015, the equity metrics of the College's [Student Equity Plan](#)¹¹³ were integrated into the internal [IE Dashboard](#), including access, course success, basic skills course completion, degree and certificate completion, and transfer data disaggregated by student gender, ethnicity/race, disability status, low-income status, veteran student status, and foster youth status.

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

Long-Standing Commitment to Mitigate Equity Gaps

The College offers an array of student support services to address the unique needs and concerns of students who are economically or educationally disadvantaged, are traditionally underrepresented in postsecondary education, and/or who are not achieving academically at the same rates as their peers. The cornerstones of these services are the Latino Center/Adelante Program and the Black Collegians Program, which recently celebrated its 25th anniversary. These programs serve roughly 1,500 students each year, providing an array of counseling and student success services that are solely institutionally funded. This degree of support clearly demonstrates the College's commitment to student success and equity.

Over time, other programs, like Guardian Scholars and the Veterans Resource Center (VRC), have emerged in a similar fashion as the needs and concerns of foster youth and military veterans, respectively, have become more prominent. The College has established successful public/private partnerships with the local and regional philanthropic community to develop, pilot, and assess these programs, leveraging limited institutional resources with external funding to ensure wraparound support for foster youth and veterans.

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

As these examples demonstrate, the College has long used student equity data, disaggregated by student population, to drive its decision-making process to develop new programming in support of student success. Whether the decision is to institutionalize effective existing programs or to allocate resources to pursue external funding to develop new programming that addresses emerging needs, data are vital to the process.

2014-2015 Student Equity Initiative

In recent years, there has been a more directed effort at the state and federal level to address student equity; the State of California is now mandating the community college system to address student equity directly and more intentionally and has provided funding to support these efforts. Thus, in 2014-2015, Santa Monica College initiated a concerted student equity planning process that ensures that the College is addressing student equity gaps using a systematic and comprehensive method. The student equity planning process began with the analysis of success metrics by student demographic variables. The Student Equity Committee used data to carry out discussions on equity-related issues and to inform the development of the [2014 Student Equity Plan](#) – that addresses student equity gaps.

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

During the 2014-2015 academic year, the Student Equity Standing Committee funded 23 projects at a cost of more than one million dollars. Examples of [funded projects](#) include resiliency and leadership training for men of color, and the hiring of a licensed social worker to address the specific mental health and community connection needs of Black and Hispanic students.¹¹⁵ Each project has an evaluation plan, and project staff are working with the Office of Institutional Research to collect and analyze data to assess project effectiveness. Projects that demonstrate success in improving student achievement within the targeted group will be considered for continued funding and institutionalization.

While these projects are working broadly to serve the targeted populations, specific and targeted equity interventions are also implemented at the course and program levels. The program review process requires departments to identify and address equity gaps among student populations within their courses, programs, and/or departments and develop new intervention strategies and/or update existing efforts. For example, through the analysis of [successful course completion data](#),¹¹⁶ the Physical Sciences Department found that Black and Hispanic students were completing chemistry courses at lower rates than students from other ethnicity/race groups. In response, the department worked in collaboration with the College's Latino Center/Adelante Program and Black Collegians Program to create and administer targeted [instructional supports](#) for Hispanic and Black students.¹¹⁷

When similar equity gaps are observed across multiple departmental program review reports, the Program Review Committee prepares a [summary](#) for the master planning process that describes the finding and, as appropriate, makes recommendations for addressing the gap. In addition, college wide equity gaps that have been observed through the Institutional

Effectiveness (IE) process are highlighted in the [report](#) that the IE Committee prepares for the master planning process. Taken together, these two documents help illuminate and bring focus to student equity issues, and ultimately yield institutional objectives designed to directly address issues of equity. The annual *Master Plan for Education* objectives and, more importantly, the strategies implemented to achieve them, will align with these targets and work in a concerted manner to meet these targets in the proposed timeframe.

As an example, the 2012-2013 *Master Plan for Education* update included [an objective](#) to “*identify additional strategies, based on student equity data, to improve the success and retention of Latino and African-American students, as well as students from other historically underrepresented groups*”.¹¹⁸ This objective led to the implementation of several strategies, including enrollment priority for students who participate in the Adelante and Black Collegians programs and the creation of the Student Equity Planning Taskforce (now the Student Equity Committee), to monitor equity data and develop additional support services for students who are disproportionately impacted in terms of student success.

Inquiry and Additional Research

The College has also responded to student equity data by engaging in additional inquiry to better understand the multiple dimensions of the equity-related issue. While the student equity data are useful in identifying the gaps that exist, the data do not indicate *why* the gaps exist. Therefore, the College has engaged in several inquiry activities to investigate the student experience and institutional practices and structures in place that support or create barriers for students in their pathway to successful outcomes. For example, in collaboration with the Minority Male Community College Collaborative, the College administered the [Community College Survey of Men](#)¹¹⁹ in Spring 2015 to gather data on the needs of men of color at Santa Monica College and measure factors that impact their success. The [results of the assessment](#) were shared during the Fall 2015 Flex Day and presented to the Board of Trustees as a major item of business.¹²⁰

Evaluating Effectiveness of Interventions

The College will continue to evaluate each activity and intervention that is implemented as part of the Student Equity Plan. An institutional researcher dedicated to supporting the College’s student equity efforts works directly with the leaders of student equity funded projects to develop an [evaluation plan](#) and collect and analyze the necessary data.¹²¹ The College will use these data to determine which projects should be institutionalized as funding becomes available or can be reallocated from other areas. These projects are also included in each department’s program review process, as are other long-standing institutional efforts to address equity. If these [projects](#) become institutional in scope and are included in the *Master Plan for Education*, they are also evaluated within that process.¹²²

Analysis

The evidence demonstrates that the College actively examines disaggregated student success data for subpopulations of students, implements strategies to address gaps, and evaluates the effectiveness of the implemented strategies. The practice of examining and acting on student

equity data is integrated into existing institutional processes, including program review, master planning, and student equity planning.

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

Plan

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

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

Evidence of Meeting the Standard

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

Policies/Practices Related to Instructional Programs and Student and Learning Support Services

Academic Senate Joint Curriculum Committee

The Academic Senate Joint Curriculum Committee has the primary responsibility for maintaining the integrity and quality of the College's instructional programs and, in this capacity, regularly evaluates relevant policies and practices. One of the primary functions of this committee is to ensure that the curriculum supports the College's Mission, aligns with college goals, and meets the needs of students. Directives from the Chancellor's Office, state-level changes, Academic Senate recommendations, and faculty proposals guide and set the agenda. Because of the efficiency of the curriculum process, the College is quickly able to respond to changing student needs, such as by being one of the first community colleges in the state to offer a bachelor's degree program.

Academic Joint Senate Student Affairs Committee

The Student Affairs Committee supports the regular and systematic review of practices and procedures related to student and learning support services. The goal of this group is to ensure that programs and services align with the Mission of the College and foster academic progress and integrity. This committee evaluates and updates all administrative regulations for student affairs, including admissions and registration, student progress and graduation, student conduct, student activities, counseling, and financial aid. The committee develops and revises administrative regulations particularly when issues pertain to Title 5 of the California Education Code and ensures that changes are in compliance with relevant guidelines. It also reviews District board policies concerning student affairs matters, and, when appropriate, recommends changes.

The following is a [sampling of items](#)¹²³ that have recently been reviewed by the Student Affairs Committee:

- AR 4114, Student Success and Support Program
- AR 4111.4, Mandatory Assessment, Course Placement, and Challenge Procedures
- AR 4420, Enrollment Standards for Participation in Santa Monica College Student Government
- AR 4300, Student Progress and Graduation
- AR 4340, Limits for Credit Course Enrollment
- AR 4350, Graduation Requirements
- Given the passage of the Student Success Act of 2012, regulations pertaining to assessment needed to be fully consistent with the current changes.

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

Academic Senate Joint Program Review Committee

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

During the past five years, as a result of ongoing review by the Program Review Committee and solicitation of feedback from programs who underwent program review, many changes have been made to the process, including the following:

- The addition of an annual program review update;
- Availability of an online submission and storage system that facilitates the compilation of responses across programs;
- Changes in the reporting timeline so that annual summary reports from the Program Review Committee are included in the institutional planning process;

- Distribution of consistent data sets to all programs engaged in program reviews to ensure that all programs are evaluating student success based on the same parameters;
- Ability to analyze data, including both student success and student learning outcomes, based on student sub-populations, course delivery methods, and programs of study.

Academic Senate Joint Institutional Effectiveness Committee

Instrumental to the overall success of these groups and the institution as a whole has been the work of the Academic Senate Joint Institutional Effectiveness Committee. As noted throughout Standard IB, the Institutional Effectiveness Committee has taken the lead in the development and implementation of institutional processes to measure effectiveness at the student, program/department, and institutional level including:

- Development and assessment of key indicators of institutional effectiveness;
- Development and assessment of student learning outcomes, program outcomes, and administrative unit outcomes, all aligned with the Mission of the College; and
- Coordination of these annual assessments with other institutional processes to present an accurate portrayal of the College's effectiveness, which can be used to guide future planning and resource allocation.

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

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

Academic Senate Joint Distance Education Committee

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

The College's Management Information System collects course enrollment and success data for all courses, regardless of delivery method. These data are provided to the instructional programs disaggregated by course and instructor through the TIMS report and disaggregated by student group, delivery method, and instructional program through the annual data packets prepared by Institutional Research. The Academic Senate Joint Distance Education Committee also reviews these data in an effort to provide support and guidance to the College and its instructional programs. The committee also disseminates an annual student satisfaction survey to students enrolled in online courses to assess their satisfaction with instructional quality and availability of support services. The Committee uses the results of this survey, coupled with student and course performance data, to review the policies and practices of the program and make recommendations for improvement.

Policies and Practices Related to Resource Management and Other Governance Processes

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

District Planning and Advisory Council (DPAC)

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

Financial Resource Management

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

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

Human Resources

With regard to the management of human resources, several college groups work to develop and implement effective policies and practices for human resource management. At the center of these efforts is the Office of Human Resources, which serves as a resource for committees such as the [Academic Senate Joint Personnel Policies Committee](#),¹²⁴ which oversees the review and revision of District policies and administrative regulations on academic personnel matters. The Office of Human Resources works closely with the [DPAC Human Resources Planning Subcommittee](#),¹²⁵ to review data and practices as they relate to staffing needs, monitor trends in equity and diversity, review mandated training, and revise, as needed, board policies and administrative regulations pertaining to college employees. The Personnel Commission, a separate but related function, acts independently of the College to carry out the tenets of the College's merit system.

Technological Resource Management

There are multiple groups leading institutional efforts to maintain and improve the management of technology resources, not the least of which is the Information Technology Department. The work of this department is guided by the [Academic Senate Joint Information Services Committee](#) (ISC)¹²⁶ and the [DPAC Technology Planning Committee](#).¹²⁷

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

Both the ISC and the DPAC Technology Planning Subcommittee regularly review and revise existing policies and practices to ensure the academic quality of the College and achievement of its Mission. One such revision led to the development of the [Technology Replacement Plan](#) to ensure that all desktop computers are replaced every seven years.¹²⁸

Facilities Resource Management

The effective utilization of existing space is paramount to the development and implementation of high quality academic programs. The [DPAC Facilities Planning Subcommittee](#)¹²⁹ contributes to the College's facilities planning efforts.

Analysis

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

With regard to the baccalaureate degree, after receiving approval to be one of the 15 pilot colleges, the Academic Senate President and Vice President, Academic Affairs established a joint [Baccalaureate Degree Program Task Force](#),¹³⁰ led by the Chair and Vice Chair of the Curriculum Committee. This task force included members of several standing Academic Senate Joint committees as well as members of a variety of academic departments and student service areas. This group was charged with establishing policies and practices for the new program. As needed these policies and practices were then referred to relevant standing joint committees for review and approval. Since Fall 2016 marks the launch of the new program, it is expected that the task force will continue its work and review and revise policies and practices as needed. In addition, the Vice President, Academic Affairs met with the President of the Faculty Association on a regular basis to address negotiable issues related to the establishment of the new degree program.

Plan

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

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

Evidence of Meeting the Standard

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

- The Institutional Effectiveness annual report provides an aggregate view of the College's overall performance toward meeting major goals and priorities.
- The *Master Plan for Education* updates include institutional objectives which are developed based on several documents including annual summary reports from the Program Review Committee and the annual Institutional Effectiveness Report.
- Strategic Initiatives and other college wide efforts: For initiatives and other areas of interest that cut across conventional program boundaries (e.g., Global Citizenship), assessment occurs within the framework of the College's participatory governance structure, including relevant standing committees of the Academic Senate, ad hoc task forces, DPAC, and its subcommittees.
- [Program Review annual summary report](#)¹³¹ includes overarching institutional recommendations that often become the basis for Institutional Objectives included in the *Master Plan for Education* annual update.

Institutional Effectiveness Process

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

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

Each year, the annual IE report and related dashboards are discussed at regular meetings of a number of the College's governance groups, including DPAC and the Board of Trustees. The Institutional Research office also actively communicates with various campus groups (departments, committees, task forces, etc.) that have been identified as “central

stakeholders” are either directly impacted by, or potentially influence, specific indicators of institutional effectiveness. Examples include the Academic Senate Joint Committees (e.g., Distance Education, Student Instructional Support, and Career Technical Education).

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

Master Plan for Education

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

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

Professional Development Committee Activities

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

- Unraveling the Mysteries of Assessment and Placement at SMC

- Introducing the Center for Teaching Excellence
- Got GRIT? Foster Purpose and Perseverance Among Your Students
- Differentiated Instruction: Strategies for Keeping Every Student Challenged and Engaged
- Facilitating Student Success for Men of Color in Community Colleges
- Master Teachers: Building Classroom Community and Closing the Equity Gap

Program-Level Discussions

Program-level discussions allow departments to delve into the data and consider specific trends impacting student success. Programs receive standardized data to facilitate both the tracking of trends over time and comparisons, wherever relevant, with other areas of the College. Program review also provides room for departments to share their own, distinctive observations about their particular units of the College, including an assessment of their needs for the foreseeable future.

Each program's six-year review report is shared with the greater college community once it is presented to the Program Review Committee. The data that are used to drive the report are available on the Office of Institutional Research website, while the [reports](#) are available for public review on the CurricUNET web page.¹³²

Other Communication Activities

The Office of Institutional Research also communicates evaluation and assessment activities through formal reports and presentations of assessment and other data to meetings of various college bodies. In addition, Institutional Research shares assessment and evaluation information via the biannual [Research Matters newsletter](#)¹³³ and accompanying blog. Moreover, *Research Matters* builds the institution's capacity for conducting internal research and utilizing the findings. Sample articles from the past few years include an introductory user's guide to the online Data Mart compiled by the state Chancellor's Office, a glossary of commonly used research terminology, a description of the process used by the College to create its institution-set standards and target goals for the institutional effectiveness indicators, and a summary of a recently published statewide report on study abroad.

Additionally, specific programs, initiatives, and task force efforts are communicated to the Board of Trustees via formal reports. Examples of these reports include the Global Citizenship, GRIT, and I³ initiatives; Distance Education; the Curriculum Committee; Enrollment Development; and [Counseling Services](#).¹³⁴

Analysis

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

Despite the increased capacity for utilizing information, there is still room for improvement. As the College continues to build its research and assessment capacity, one of the next steps to consider will be an assessment of the assessment-and-reporting process itself. The College

has not yet conducted a concrete study of the actual level of awareness and understanding of the College’s assessment activities across various campus groups.

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

Plan

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

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.			
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.
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.

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

Evidence of Meeting the Standard

Mechanisms Used to Gather Evidence about Program Effectiveness

The College engages in continuous, broad-based, systematic evaluation and planning at the student, program, and institutional levels. Processes and tools are available to effectively assess the College’s ability to achieve its Mission, Goals, and ILOs.

At the student level, the Office of Institutional Research has standardized the process for collecting and monitoring student achievement data, including course completion and retention, student persistence, and goal completion (certificate, degree, transfer, and employment), disaggregated by student group, instructional program, and delivery method,

including distance education. These data are provided annually to all instructional programs for consideration as programs prepare their annual program review reports.

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

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

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

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

Effectiveness of Evaluation Processes and Results in Achieving Program Improvement

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

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

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

- Institutionalization of the [Supplemental Instruction Program](#);
- 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 identify and support students with deficiencies in non-cognitive skill development.¹³⁵

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



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. The Distance Education Office works with the instructional programs and the Academic Senate Joint Distance Education Committee to address trends and gaps in access.

Analysis

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

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

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

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

Plan

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

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.			
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.

EVIDENCE FOR STANDARD IB

1	IB1_Institutional_Research_program_review.pdf
2	IB1_2015_IE_Committee_Report_to_DPAC.pdf
3	IB1_2015_Institutional_Effectiveness_Report.pdf
4	IB1_IEC_Minutes_10-27-2014.pdf
5	IB1_2015_Institutional_Effectiveness_Report.pdf
6	IB2_2015_Institutional_Effectiveness_Dashboard.pdf
7	IB1_Program_Review_Six_Year_Rotation_Updated_Fall_2013.pdf
8	IB1_Executive_Summary_Program_Review_12-13_Counseling.pdf
9	IB1_Program_Review_Annual_Report_2014-2015
10	IB1_Annual_Instructional_Only_Program_Review_Forms_2013.pdf
11	IB1_Online_Program_Review_Screenshots_compiled.pdf
12	IB1_MPE_2013-2014.pdf
13	IB1_SMC_Planning_Organization.jpg
14	IB1_SLO_Report_Accounting_2013-2014_Locked.pdf
15	IB1_SLO_ILO_Reports_webpage.pdf
16	IB1_Black_Collegians_SSSP_Credit_Program_Plan_2014.pdf
17	IB1_Black_Collegians_SSSP_Credit_Program_Plan_2014.pdf
18	IB1_Accreditation_Reference_Handbook_July_2014.pdf
19	IB1_ENGL1_Waivers_Beardsley_8-5-2015.pdf
20	IB1_ENGL1_Waivers_Sterr_9-4-2014.pdf
21	IB1_Business_SocialMediaSurvey_8-7-2012.pdf
22	IB1_Center_for_Teaching_Excellence_website.pdf
23	IB1_Professional_Development_Day_Fall_2014.pdf
24	IB1_Professional_Development_Day_Spring_2015.pdf

25 IB1_Professional_Development_Day_Fall_2015.pdf
26 IB1_Research_Roundtables_webpage.pdf
27 IB1_BSI_CTE_webpage.pdf
28 IB1_BSI_CTE_Retreat_9_16_2011.pdf
29 IB1_2015-16_MPE_Update_excerpt_CTE-related_objectives.pdf
30 IB1_CTE_Advisory_Board_Handbook_2015.pdf
31 IB1_AB86_Regional_Final_Plan_3-1-2015.pdf
32 IB1_AEBG_Annual_Plan_2015-2016.pdf
33 IB1_AB86_Governance_Plan_2015-2016.pdf
34 IB1_BT_SMC_SMMUSD_9-17-15_Minutes.pdf
IB1_SMMUSD-SMC-Joint_meeting.pdf
35 IB1_Youth_Wellbeing_Report_Card.pdf
36 IB1_Cradle_to_Career_website.pdf
37 IB1_SMC_In_Focus_Issue_7_2-9-2016.pdf
38 IB1_DPAC_Charter_and_Organization_2014-2015.pdf
39 IB1_Institutional_Effectiveness_BT_minutes_2010-2015.pdf
40 IB1_Accountability_Reports_2009-2015.pdf
41 IB1_Career_Technical_Education_Survey_BT_Minutes_10-4-2011.pdf
42 IB1_Distance_Education_Evaluation_BT_Minutes_9-6-2012.pdf
43 IB1_GRIT_Initiative_Outcomes_BT_Minutes_3-5-2013.pdf
44 IB1_Baseline_data_Student_Equity_Plan_BT_minutes_12-2-2014.pdf
45 IB1_Impact_Counseling_First-Year_Students_BT_minutes_1-15-2015.pdf
46 IB1_Results_of_Global_Citizenship_Student_Survey_BT_Minutes_4-7-2015.pdf
47 IB1_BT_Study_Session_3-17-2015_Minutes.pdf
48 IB1_BT_Study_Session_2-18-2014_Minutes.pdf
49 IB1_BT_Study_Session_2-19-2013_Minutes.pdf
50 IB1_2014-2015_Board_of_Trustees_Priorities_and_Goals.pdf
51 IB1_STEM_webpage.pdf
52 IB1_English-Academy_webpage.pdf
53 IB1_Supplemental_Instruction_webpage.pdf
54 IB1_Summer-Bridge_webpage.pdf
55 IB2_Curriculum_Committee_website.pdf
56 IB2_Santa_Monica_CurricUNET_Guide.pdf
57 IB2_IxD_Upper_Division_CORs.pdf
58 IB2_Distance_Education_review_and_approval_checklist.pdf
59 IB2_Counseling_20_Course_outline_of_record.pdf
60 IB2_Program_and_Course_Approval_Handbook_5thEd_BOGapproved.pdf
61 IB2_Program_Learning_Outcomes_from_SMCcatalog15-16.pdf
62 IB1_SLO_Report_Accounting_2013-2014_Locked.pdf
63 IB2_Counseling_Student_Learning_Outcomes.pdf
64 IB2_Unit_Outcomes_Checklist.pdf
65 IB2_SLO_Grid_Updated_Fall_2015.pdf
66 IB2_Annual_Program_Review_Forms_2013_Instructional.pdf
67 IB1_Six_Year_Program_Review_Forms_6-12-13.pdf
68 IB2_SLO_Checklist_Final.pdf
69 IB2_SLO_By_Course.pdf
70 IB2_SLO_By_Department.pdf
71 IB2_SLO_By_Section.pdf
72 IB2_Business_Accounting_SLO_Data_Summary_Fall2012_Locked.pdf

73	IB2_Institutional_Learning_Outcomes_Assessment_Report_2013.pdf
74	IB2_Core_Compencies_and_Institutional_Learning_Outcomes.pdf
75	IB2_2015_Institutional_Effectiveness_Dashboard.pdf
76	IB2_2013_Institutional_Effectiveness_Report.pdf
77	IB2_Objective4_MPE_Update_2014-15.pdf
78	IB2_LifeSciences-ESLStudy_2014.pdf
79	IB2_LifeScience-ESLCollaboationFlyer_Fall_2014.pdf
80	IB2_Checklist_for_Basic_Course_Review_eCollege.pdf
81	IB2_ONE_Standards_for_Quality_Online_Teaching.pdf
82	IB3_Institutional_Effectiveness_Committee_Agenda_2-27-2013.pdf
83	IB3_Institutional_Effectiveness_webpage.pdf
84	IB3_SMC_ACCJC_Annual_Report.pdf
85	IB3_Explanation_of_Targets_in_Institutional_Effectiveness_Report.pdf
86	IB3_IEPI_SMC_Framework_of_Indicators_5-5-2015.pdf
87	IB3_CTE_Committee_Minutes_10-27-2015.pdf
88	IB3_Master_Plan_for_Education_2014-2015.pdf
89	IB3_IEC_Minutes_3-9-2015.pdf
90	IB3_Process_for_Setting_Program_Standards.pdf
91	IB3_BT_Minutes_SRJCD_CTE_Outcomes_Survey.pdf
92	IB4_Basic_Skills_Data_for_BT_Self-Study_Session_2-6-2013.pdf
93	IB4_Math_Student_Succes_Data_Dept_Flex_Day_3-6-2014.pdf
94	IB4_Math_Equity_Data_3-6-2015.pdf
95	IB4_Business_Survey_Findings_Fall_2013.pdf
96	IB4_Prep2Test_website.pdf
97	IB4_DE_Survey_IE-DE_Committee_11-20-2014.pdf
98	IB4_Excerpt_DE_Survey_IE-DE_Committee_11-20-2014.pdf
99	IB4_Relationship_between_Eligibility_for_English1_Status_and_Course_Success_Revised.pdf
100	IB1_SLO_ILO_Reports_webpage.pdf
101	IB4_Scholars_Program_Self_Study_see_page14.pdf
102	IB4_Scholars_Program_transfer_data.pdf
103	IB4_Inroads_website.pdf
104	IB4_Business_Department_Six_Year_Program_Review_2012.pdf
105	IB4_Research_Brief_110_SI.pdf IB4_SI_2014_Prestby_10-14-2015.pdf
106	IB4_SummerJams_website
107	IB4_You1_Pilot_2014_Results.pdf
108	IB5_Program_Review_Communications_2015.pdf
109	IB5_IR_Annual_Program_Review_2014.pdf
110	IB2_SLO_By_Department.pdf
111	IB2_SLO_By_Section.pdf
112	IB5_2013_Institutional_Institutional_Learning_Outcomes_Assessment_Report_Fall2013.pdf
113	IB6_Student_Equity_Plan_2014.pdf
114	IB6_Equity_Funding_Proposal_Template.pdf
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_DPAC_Agenda_8-22-2012.pdf
119	IB6_Survey_of_Men_Report_Santa_Monica_College.pdf
120	IB6_BT_Minutes_4-5-2016.pdf
121	IB6_Student_Equity_Plan_2015-2016.pdf

122	IB6_Master_Plan_Objective_Response_Form_2016-2017.pdf
123	IB7_Student_Affairs_Committee_minutes_9-9-2015.pdf
124	IB7_Academic_Senate_Joint_Personnel_Policies_Committee.pdf
125	IB7_DPAC_HumanResources_Planning_Subcommittee.pdf
126	IB7_Academic_Senate_Joint_Information_Services_Committee.pdf
127	IB7_DPAC_Technology_Planning_Committee.pdf
128	IB7_Technology_Replacement_Plan_Summary.pdf
129	IB7_DPAC_Facilities_Planning_Subcommittee.pdf
130	IB7_IxD_Minutes_3-25-2015 minutes.pdf
131	IB1_Program_Review_Annual_Report_2014-2015
132	IB8_Counseling_program_review_report.pdf
133	IB8_Research_Matters_Vol4_Issue1.pdf
134	IB8_BT_Minutes_4-5-2016_Report_on_Counseling_Services.pdf
135	IB5_GRIT_Initiative_website.pdf

STANDARD IC: INSTITUTIONAL INTEGRITY

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

Evidence of Meeting the Standard

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

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

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

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

The College's Management Information Systems and Marketing Departments work closely with Enrollment Services to validate the information included in the class schedule which is

mailed to 110,000 households each semester. Given the dynamic nature of the online schedule of classes, any changes made to course sections are immediately viewable by students. The Office of Enrollment Services also issues district wide emails to students and the college community prior to, and at the start of every term, announcing important information about enrollment, payment of fees, parking/transportation, and other issues.

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

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

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

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

Since receiving approval as one of the 15 pilot colleges to offer a baccalaureate degree, the College has provided information to students, prospective students, the college community, and the public about the Bachelor of Science degree program in Interaction Design. Interested individuals were invited to subscribe to an email list to receive ongoing updates. A [website](#)¹² was established and is updated on a regular basis as the program and related policies develop. The accuracy, clarity, and integrity of this information is reviewed by both discipline faculty, counselors, and the Baccalaureate Degree Program Task Force. The discipline faculty and lead counselor also held several [information sessions](#)¹³ for prospective students. An [Interaction Design summit](#)¹⁴ was held, intended for discipline faculty and Articulation Officers from other California Community Colleges to communicate information about the program and to begin establishing articulation agreements between

programs to facilitate student transfer. The new degree program will appear in the 2016-2017 academic catalog as well as the schedule of classes.

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

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

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

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

Analysis

Santa Monica College is committed to the timely and accurate presentation of information and accreditation status to all college constituency groups, including prospective and enrolled students, faculty, staff, and community partners. At this time, faculty and staff continue to express concern with the website's organizational structure and its search engine capacity, both of which can make it difficult to find needed information. In addition, some members of the college community have anecdotally reported difficulty in using SharePoint, the web application used by the College. The College offers individual and group training for faculty and staff and recently hired a Web Content and Social Media Manager to provide assistance to end users. The College is also considering options for moving to a new web application.

The college catalog is another primary means of disseminating information to the public. However, the College recognizes that there are challenges with the online version of the catalog since it is a static document that requires users to scroll through its multiple pages and/or use the search engine to find the information they are seeking. This is not compatible with the way many students are accustomed to using online resources, and it can be time-intensive to search through the document. Nonetheless, it is imperative that the online college catalog content remain static. Students have "catalog rights," and the information must remain the same for the entire academic year so that students have access to the original program information. The recent reorganization of the online catalog, however, has made searching easier than before. Another challenge is that the PDF files are not easily viewed by

blind readers, but the College hired a 508 Compliance Officer to work with the Webmaster to address these and other concerns.

Plan

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

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

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

Evidence of Meeting the Standard

The College provides a catalog in both print and online format for students and prospective students. The catalog is updated annually, with the online catalog mirroring the published hard copy version. The catalog provides precise, current, and accurate information including the following general information:

- Name, address, telephone numbers, and website of institution
- Educational Mission
- Representation of accredited status
- Course, program, and degree offerings
- Academic calendar and program length
- Academic freedom statement
- Available student financial aid
- Available learning resources
- Names and degrees of faculty
- Names of Governing Board members

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

- Academic regulations, such as academic honesty
- Non-discrimination
- Acceptance and transfer of credits

- Transcripts
- Withdrawal
- Grievance and complaint procedures
- Sexual harassment
- Refund of fees

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

*“Online classes, like evening classes, are considered an integral part of SMC’s educational program. All SMC policies—including those on admission, probation, and disqualification—apply equally to online students as they do to day or evening students. Online classes cover the same content, award the same credit, and are listed on student transcripts in the same way that on-campus classes are; they differ from on-campus classes only in their delivery method. For details on SMC’s online classes, enrollment procedures, and technical requirements, point your browser to www.smconline.org or see the Schedule of Classes.”*¹⁹

A description of the Distance Education program provides additional information regarding [available learning resources](#):²⁰

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

Accuracy of catalog content is ensured through a team effort involving several areas of the College, including Academic Affairs, Enrollment Services, Counseling, the Articulation Officer, Special Programs, the Curriculum Committee Chair, and Marketing. The catalog is issued in a print format and posted online prior to the start of the fall semester, but the continuous process of validating and cross-checking information allows for the online version to be updated if errors are found.

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

Analysis

The College provides a catalog, in print and online, for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” With regard to the College’s Distance

Education program, the catalog provides students with an overview of the program and the services available to support students enrolled in online classes. The catalog includes reliable information regarding course descriptions, degree offerings, academic regulations, policies, transfer procedures, and existing support services.

Plan

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

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

Evidence of Meeting the Standard

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

The first step in communicating academic quality is to collect and analyze data that assess student learning and achievement. For the most part, this is the responsibility of the Office of Institutional Research, working in conjunction with the College's instructional programs, student services, the Institutional Effectiveness Committee, and administrative units. Data collected at the student, faculty, program, and institutional levels are available to both internal and external constituent groups through the [Institutional Research \(IR\) website](#).²¹ The IR website houses the Institutional Effectiveness Dashboard, as well as program review data and self-evaluation reports. Both the Dashboard and the program review reports document academic quality through student success data, degree and certificate attainment, student learning outcomes, and Institutional Learning Outcomes. These reports communicate to the public, the college community, and current and prospective students, how well the College is doing in terms of meeting its Mission and Goals. The IR website also houses the [Student Success Scorecard](#)²² [Report](#), which communicates to the college community, including current and prospective students and the public, how well the College is performing on state accountability student success metrics that measure academic quality.

Once the data are collected, analyzed, and shared by the Office of Institutional Research, other groups on campus, including the Marketing Department, use this information to inform the public, including current and prospective students, of the College's academic quality, disseminating information through a variety of sources including the class schedule and two online college publications ([SMC In Focus](#)²³ and [SMC in the News](#)²⁴).

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

- [TIMS Report](#)²⁵ – Instructional programs and their respective faculty can access information through The Instructional Management System (TIMS) report. The TIMS

report is an electronically generated grade distribution report that is forwarded to department chairs each semester through the ISIS system.

- [SLO Results](#)²⁶ – The Student Learning Outcome (SLO) portal communicates summarized SLO information to faculty. Departments can then use SLO mastery rates to inform decisions about how courses are taught and to consider future curriculum decisions. The lower division courses that are part of the Bachelor of Science degree program have always been included in the analysis and assessment of student learning and achievement as well as the dissemination of that information to the public. The upper division courses in the program will be offered for the first time beginning in Fall 2016. Once these courses are offered, the same information will be collected and communicated to the current and prospective students as well as the public.
- [Early Alert](#)²⁷ – The Early Alert reports allow faculty to contact students who need additional support and refer them to appropriate student learning and support services.

The Office of Institutional Research also works to keep the college community informed regarding various measures of academic quality. In Spring 2012, Institutional Research began facilitating [research roundtable discussions](#)²⁸ that provide an opportunity for the college community and the public to engage in dialogue around documented research studies that discuss academic quality, student learning and achievement, and student equity.

Documented assessment of student learning is also produced by the Institutional Research Office, which produces blogs, newsletters, and other data reports to inform the college community about student success and achievement. The [Research Matters blog](#)²⁹ and newsletter regularly communicate relevant student learning and achievement data.

The College also uses the participatory governance process to disseminate assessment and evaluation data/information. Data reports on academic quality are discussed in meetings held by departments, the Academic Senate, and the [District Planning Advisory Council \(DPAC\)](#).³⁰ Representatives of these groups are expected to return to their respective constituent groups and share the [results](#)³¹ of the data/research.

Analysis

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

Plan

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

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

Evidence of Meeting the Standard

Santa Monica College provides detailed, clear, up-to-date, and accurate information for all of its degrees and certificates, including their purpose, content, course requirements and expected learning outcomes. This information is available through the [college catalog](#)³² to current and prospective students, including those enrolled at a distance. This information is also made available to students through “[Major Articulation Sheets](#)”³³ – Counseling and Articulation Degree and Certificate Requirements sheets – produced by and available in the Counseling Department. Additionally, this specific program and course information is readily accessible to all interested parties through the [CurricUNET system](#).³⁴

CurricUNET is an online tool used by Santa Monica College, as well as other California community colleges, to facilitate the curriculum development, submission, and approval process at the local and state level. CurricUNET provides a listing of all of the College’s courses and their course outlines of record including those taught at a distance and those comprising the Bachelor of Science degree program in Interaction Design. For each course, the College has identified specific student learning outcomes that help ensure consistency across multiple sections of the same course taught by different instructors. All faculty, including those who teach online, are required to develop a course syllabus for each course section they teach and include the course learning outcomes on that syllabus. They are then required to provide that syllabus to all students through hard copy paper format, on their online eCompanion site, or both. To ensure compliance with this requirement, the department chairs remind all faculty that they need to develop and distribute a course syllabus to all students, and then they collect and review each syllabus to ensure that faculty adhere to the course outline of record.

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

The college catalog, “Major Articulation Sheets,” and program websites provide the same information for each degree and certificate, including a description of the certificate or degree, the purpose and content of the program, specific course requirements, and an overview of the transfer and career paths that students will be able to pursue as a result of earning the degree or certificate. The catalog and the “[Major Articulation Sheets](#)”³⁵ also include Program Learning Outcomes for each of the degree and certificate programs. Not all of the College’s instructional programs yield a degree or certificate, such as Anthropology, which is a transfer-focused field of study. For programs that do not include a degree or certificate track, the catalog and other sources of instructional program information outline what students should take to ensure a successful transfer process.

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

Analysis

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

[The Bachelor of Science degree program](#)³⁶ in Interaction Design was approved via the College's standard curriculum approval process. Thus, the course outlines of record are available via the CurricUNET system. In addition, the degree program will appear in the 2016-17 academic catalog and a "Major Articulation Sheet."

Plan

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

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

Evidence of Meeting the Standard

Santa Monica College regularly reviews and posts institutional policies, procedures, and publications to assure integrity in all representations of its Mission, programs, and services. Policies and procedures includes board policies and administrative regulations (published online in the [College's Board Policy Manual](#)³⁷), and program operating policies and procedures, which further define institutional policies for implementation by faculty, staff, students, and program. Ensuring review and revision of board policies is the responsibility of the College's senior administration in consultation with program leaders.

To facilitate the review and update of the College's board policies, Santa Monica College subscribes to the Community College League of California's (CCLC) Policy and Procedure Subscription Service. Participation in this service helps maintain the integrity of the College's policies and regulations by keeping the College abreast of changes at the state and federal level that will impact the community college. The CCLC service sends quarterly updates to all subscribers which are reviewed by senior staff and deans to determine if the College has any policies and/or procedures that need to be updated or revised. The CCLC service also helps to guide and inform the review of the College's administrative regulations.

Santa Monica College's administrative regulations further define board policies and guide staff as they implement day-to-day activities. These administrative regulations are also published online in the "Administrative Regulations" section of the College's Board Policy

Manual web page and are reviewed and updated on an ongoing basis, through the College’s participatory governance process that includes the Academic Senate leadership; senior administration; students; and front line personnel, such as faculty and student services staff.

Various Academic Senate Joint committees are responsible for reviewing and updating the policies and regulations relevant to their scope and function. For example, administrative regulations concerning admissions and enrollment are reviewed/updated by the Joint Academic Senate Joint Student Affairs Committee, chaired by a faculty member and vice-chaired by an academic administrator, while personnel policies are reviewed by the [Academic Senate Joint Personnel Policies Committee](#).³⁸ Once the committee has revised the regulation, it then solicits feedback from senior staff and the Academic Senate Executive Committee in preparation for a first and second reading of the revisions before the full Academic Senate membership.

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

Policy Section	Responsible Body	Strategy for Review and Update
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

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

Program policies, which put administrative regulations into action, are developed and implemented by each individual department and service as appropriate. For example, the Financial Aid Office regularly reviews and updates policies and procedures related to financial aid based on feedback from students, staff, and other interested policies. Likewise, the Office of Student Judicial Affairs maintains policies and procedures for student

complaints, grievances, and adjudications. As feedback from students, staff, other faculty and personnel outside of the area is received, the Office of Student Judicial Affairs implements revisions to existing procedures.

Changes to policies and procedures are often communicated to students via email. In addition, updates are made in all relevant online forums. The College strives to implement changes to important policies and procedures once a year at the beginning or end of a major semester so as not to impact students, faculty, and programs mid-term.

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

Analysis

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

Plan

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

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

Evidence of Meeting the Standard

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

[The college website](#)³⁹ is the first resource for finding out information about the total cost of education, including tuition, fees, and other required expenses. To make this information easily accessible, it is available in various places on the web site and on the college campus:

- [Admissions](#)⁴⁰ provides a summary of all costs (enrollment fees, the health services fee, and optional fees, for residents, out-of-state students, and AB540/Dream Act students).
- [International Education](#)⁴¹ outlines the cost for international students.
- [Veterans' Resource Center](#)⁴² notes costs covered by the Veterans' Administration.

- [AB540 Resource Page](#)⁴³ includes the cost of enrollment, and information for students to request a Non-Resident Tuition Exemption and a Board of Governors fee waiver.
- [Financial Aid](#)⁴⁴ provides costs based on students living at home or on their own.

In addition to providing an overview of the cost of education, the Financial Aid web page provides an online [net price calculator](#),⁴⁵ which prompts students to answer questions that can help determine the cost of attendance for one year. This federally mandated tool is available to current and prospective students through [main webpage](#)⁴⁶ and the [Admissions Office web page](#).⁴⁷

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

Students can also get information about their individual costs once they enroll in classes through the online portal at [Corsair Connect](#),⁴⁸ the College's student self-service management system. Corsair Connect informs students of the total cost of their education, including any additional fees that have been applied to their account and, when applicable, whether a student's California Board of Governors (BOG) fee waiver has been processed and which fees the waiver covers.

In addition to the website and Corsair Connect, students may obtain fee information in the college catalog and the schedule of classes, where fees are outlined at the beginning of the schedule. Some classes will have additional costs for supplies and materials, which are described in the schedule under specific course listings. All fees charged to students adhere to the California Community Colleges Education Code, [Title 5 Section 59400 - 59408](#)⁴⁹ and the [California Community Colleges Student Fee Handbook](#).⁵⁰

Current and prospective students may access the Santa Monica College Bookstore website to get additional information about the cost of books and supplies required for each course. As outlined in the Federal Higher Education Opportunity Act (HEOA) of 2008, Santa Monica College is required to provide students with the International Standard Book Number (ISBN), retail price, and/or other information (subject to change) about the required or recommended textbooks and supplemental materials for each course offered at the College. Students can click on the "Get Your Book List" button and see the cost of textbooks and additional supplies that are needed for each of their courses before actually enrolling.

In addition to these sites, many of the College's career technical education programs have additional costs that are explained to students through program materials, one-on-one advising sessions with counseling staff and program administrators, and through their web pages. The College's Nursing Program, for example, informs prospective students through a [brochure](#)⁵¹ distributed during their initial orientation that the expected cost of supplies, tests, malpractice insurance, etc. is between \$3,000 and \$4,000 for the duration of the program.

Analysis

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

Plan

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

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

Evidence of Meeting the Standard

[Board Policy \(BP\) 5210](#),⁵² the Academic Freedom Statement, provides faculty and staff with specific guidance on ensuring an atmosphere of intellectual freedom. This policy addresses the importance of presenting and examining material in an objective manner, free from fear of reprisal and fostering an environment that supports critical thinking and understanding of opposing viewpoints. The Academic Freedom Statement is available to all faculty, staff, and students in the [college catalog](#)⁵³ and is posted on the [college website](#).⁵⁴ The following is an excerpt from this policy, specifically addressing the right to intellectual freedom:

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

Article 5200, Academic Freedom and Responsibilities,⁵⁵ of the administrative regulations (AR) provides more guidance to faculty for facilitating a classroom that encourages academic freedom and responsibility. Specifically, [AR 5220, Ethics Statement](#), states:

“As teachers and counselors, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Faculty members demonstrate respect for their students as individuals and adhere to their proper roles as intellectual guides and counselors. Faculty should be cognizant of their language and contribute to maintaining an atmosphere of mutual respect in the classroom. They attempt to motivate and guide all their students to achieve their full academic potential...As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.”

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

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

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

In addition, Santa Monica College’s Academic Senate has a Professional Ethics and Responsibilities Committee that publicizes and supports the [Academic Senate’s Statement on Professional Ethics](#).⁵⁶ This statement addresses academic freedom in multiple places by stating that faculty will do the following:

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

The committee has a [website](#)⁵⁷ with resources available to faculty, including the Statement on Professional Ethics, sample syllabi, and links to best practices. The committee also publishes an internal blog, known as “The Ethical Professor,” which works to raise faculty awareness and understanding of academic freedom and responsibility. Sample topics include [“Balancing Fairness and Freedom”](#)⁵⁸ and [“Sensitivity to Student Perceptions in Political Discussions”](#).⁵⁹ The committee also offers best practices for on-ground and online courses.

Analysis

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

Plan

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

Proposed Activities	Responsible Parties	Timeline	Evidence/Outcomes/Benchmarks for Success
Objective: 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	Board policy is congruent with current technological practices.

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

Evidence of Meeting the Standard

Santa Monica College establishes and publishes comprehensive policies and procedures, including an [Academic Honor Code](#),⁶⁰ which articulates the College’s expectations of honesty, responsibility, and academic integrity among all constituencies. Various governing bodies, such as the Board of Trustees, the Academic Senate Student Affairs Committee, the Academic Senate Professional Ethics and Responsibility Committee, the Honor Council, and the Management Association, are responsible for establishing and publishing policies and procedures for their specific constituent groups.

The College’s Board of Trustees establishes board policies and board bylaws, which are published in the Board Policy Manual. Various board policies articulate the promotion of honesty, responsibility, and academic integrity among students, staff, faculty, board members, and the institution as a whole. Many board policies are supported by more detailed administrative regulations and operating procedures. The following table outlines the related board policies and bylaws and corresponding administrative regulations.

Board Policy	Related Administrative Regulation
<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	

Board Policy	Related Administrative Regulation
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

Students

With regard to Board Policy 4420, Student Conduct, several groups work collaboratively to ensure that students are aware of and uphold the values of Santa Monica College. [The Academic Senate Joint Student Affairs Committee](#)⁶¹ evaluates and updates all administrative regulations concerning student affairs, including student and academic integrity. These related policies can be found in Administrative Regulations (AR), Section 4000 – Student Services, Article 4400: Student Conduct, Activities, and Programs. Specific policies and procedures are located in ARs 4410, 4411, 4412 which are published in their entirety in the *Board Policy Manual* and posted on the college website. These policies and procedures are also summarized in numerous college publications and are fully described in the evidence. Below is a summary of the [Administrative Regulations](#)⁶² 4410, 4411, and 4412:

1. Administrative Regulation 4410: Rules of Student Conduct: This regulation lists categories of student misconduct that are subject to disciplinary action. Information regarding disciplinary procedures, disciplinary sanctions, student hearings, and appeal rights are clearly stated.
2. Administrative Regulation 4411: Code of Academic Conduct: This regulation articulates the responsibility of both faculty and students. It also defines “Academic Dishonesty” and gives various examples of academic misconduct. The consequences for violating academic conduct are clearly described in this AR, as well as the student appeal procedures.
3. Administrative Regulation 4412: Honor Code/ Honor Council: The Honor Code consists of four principles – Honesty, Integrity, Social Responsibility, and Respect and Civility. All students are expected to uphold the Honor Code. The “Student Honor Statement” reads as follows:
“In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Santa Monica College Honor Code, Code of Academic Conduct, and Student Conduct Code. I will conduct myself honorably as a responsible member of the SMC community in all endeavors I pursue.”

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

- All Classrooms and Departments: Administrative Regulations 4410 (Rules of Student Conduct) and 4411 (Code of Academic Conduct) are posted in all classrooms and in various departments.

- [College Catalogs and Class Schedules](#):⁶³ These publications contain specific information related to college conduct, student responsibility, and disciplinary procedures, including hearings and appeals procedures and student privacy rights.
- [Student Handbook/Planner](#):⁶⁴ The planner is distributed to approximately 11,000 new students each year. It includes the Academic Integrity Statement and summarizes the College's Academic Code of Conduct.
- [New Student Orientations](#):⁶⁵ These orientations include material about the values and expectations of the College. The Honor Code and the Academic Integrity Statement are found in Section 5 (Values and Expectations) of the orientation.
- [Student Application and Registration Process](#): During the online application and course enrollment process, all students are required to read and agree to uphold the Academic Integrity Statement regarding the College's Honor Code.
- [Ombuds Office](#): The Ombudsperson helps mediate problems between students and faculty. Part of the ombudsperson's role is to clarify and explain college policies, procedures, and the grade appeal process. Administrative Regulations 4410, 4411, and 4412 are posted in the Ombuds office.
- [Office of Student Judicial Affairs](#): The mission of the office of Student Judicial Affairs is to work collaboratively with the college community to uphold the Rules of Student Conduct, the Code of Academic Conduct, and the Honor Code/Honor Council, which can be found in the Office of Student Judicial Affairs and on its website, in order to promote a safe learning environment for students, staff, and faculty.

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

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

Academic Integrity Related to Distance Education/Student Verification

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

The Assessment Center is where students go to assess their skill level in math, English, ESL, and chemistry. Notices regarding academic integrity and conduct are posted in numerous locations within the Center, outside the Center, and on the [website](#).⁶⁶ The notice states:

Academic Integrity & Conduct Notice:

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

Prior to beginning the assessment process, students are reminded of the Academic Integrity Statement that they signed and agreed to at registration. This statement is also posted in the assessment center and on the center's [website](#).⁶⁷ There are also postings that inform students that anyone observed cheating will be referred to the Office of Student Judicial Affairs.

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

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

- A fully integrated plagiarism detection software program (TurnItIn);
- The ability for faculty to easily import massive publisher test banks via Respondus Test Bank software; and
- A fully integrated browser lockdown software exam product called ExamGuard, which blocks students from easily surfing the web and printing out exam content.

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

Faculty

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

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

In 2007, the Academic Senate Student Affairs Committee created a template for a "model course syllabus" and encouraged all faculty members to use or refer to it. [The model syllabus](#)⁶⁸ includes recommended language for classroom decorum, exam policy, and honor

code/academic conduct. In 2014, the Academic Senate Professional Ethics and Responsibility Committee expanded the Model Syllabus and created a Model Syllabus “menu,” which provides additional recommendations. This [menu](#)⁶⁹ can be found on the [Academic Senate website](#).⁷⁰

The Human Resources Office also provides support and guidance for faculty through the [Faculty Handbook](#).⁷¹ Topics of academic integrity, ethical behavior, and the democratic process are highlighted in the faculty handbook, which is distributed to all new faculty. This handbook can be found on the Human Resources website, and hard copies are also available.

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

Administrative and Support Staff

The College’s non-teaching staff are equally committed to honesty, responsibility, and academic integrity as they not only interact with students and their parents, but with business, industry, vendors, donors, and other community partners. To help guide this commitment, the College has established a district wide [Code of Ethics](#), published in Board Policy 2405,⁷² which states: *“The Code of Ethics applies to all members of the Santa Monica College community. The college is committed to upholding the following ethical standards in carrying out its mission, vision, values and goals:*

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

In addition to following the Code of Ethics, the College’s management team, including all academic and classified managerial personnel, developed and approved a [Code of Professional Ethics for Managers](#)⁷³ through the Santa Monica College Management Association. This code documents the commitment of the Management Association and its members to student success, the advancement of knowledge, support of colleagues, and dedication to the principles of honesty and equity.

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

Human Resources assists supervisors in dealing with progressive discipline, as is outlined in [Article 13](#) of the collective bargaining agreement: *“Following the issuance of a Written Reprimand, the supervisor shall meet with the employee and with input from the employee*

*develop a written Performance Improvement Plan... [which] shall be forwarded to the Office of Human Resources and attached to the Written Reprimand.”*⁷⁴

Analysis

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

The College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity for all constituent groups and communicates to students the consequences for violating the Rules of Student Conduct and the Code of Academic Integrity. These policies and procedures are published in the *Board Policy Manual*, the college catalog, class schedules (distributed every semester), and the Student Handbook/Planner. In addition, this information is shared with students during the required online student orientations, included in all course syllabi, and posted on classroom walls. Many of the College’s programs and services, including the Enrollment Services, have provided this information on their websites. Lastly, all enrolled students must read and sign an agreement to the [Academic Integrity Statement](#) each semester.⁷⁵

Plan

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

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

Evidence of Meeting the Standard

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

To achieve this environment, the policy further states:

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

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

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

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

In addition, the Academic Senate has adopted a [Statement on Professional Ethics](#),⁷⁶ posted in all classrooms and on the Academic Senate website. Specifically, faculty are expected to “carry out [their] professional duties honestly, fairly, and reflectively while showing respect for all persons.” In addition, as scholars, they are expected to seek knowledge and skills in order to maintain currency in and uphold the standards of their respective disciplines. However, as members of the community, it is understood that they have the same rights and obligations of other citizens to formulate and express opinions, but according to the Statement on Professional Ethics, they are to measure the urgency of these obligations in the light of their responsibilities to students, the institution, the field, and the profession. This expectation exists both in and out of the classroom, as they represent the College and act as private citizens.

With the increased focus on student equity and creating culturally competent classrooms, the Professional Development Committee and the Center for Teaching Excellence have organized several [professional development activities](#)⁷⁷ to help faculty facilitate a safe, inclusive, and [equitable classroom](#).⁷⁸ Some of the workshops that focused on creating a safe and inclusive space for all students include “SafeZone” training for faculty and staff who are interested in creating safe zones for Lesbian, Gay, Bisexual, Transgender, and Queer students; workshops on addressing the needs of students with disabilities; and increasing participation of traditionally underrepresented students in science, mathematics, engineering, and technology (STEM) postgraduate degree programs.

In addition to providing professional development opportunities, the College also uses student evaluations and the peer evaluation process to ensure that faculty teach their classes in an objective manner. For example, in the “[Instructor Evaluation Form](#),”⁷⁹ the students rate their professors based on the extent to which they feel that the instructor promotes critical thinking by “*encourag[ing] questioning, discussion, and independent thinking.*” Furthermore, in the “[Faculty Observation Form](#),”⁸⁰ some of the factors that go into evaluating a peer include the following list of expected behaviors:

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

Students or other members of the college community who believe that an instructor is not in compliance with the Statement of Academic Freedom are encouraged to bring formal

grievances to the Campus Ombudspersons. The Ombuds Office maintains confidentiality, but may, with the student's permission, speak to the professor or direct the student to other resources as appropriate. As stated in the Ombuds Association guidelines, the Ombuds Office does not serve as a venue for official notice to the institution; more serious and/or formal complaints are handled by the College's Human Resources Department.

Analysis

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

Plan

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

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

Evidence of Meeting the Standard

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

The College does have stated values and seeks to instill specific beliefs and world views as outlined in its Vision, Mission, Supporting Goals, and Institutional Learning Outcomes. First 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

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

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

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

Likewise, two of these values are identified as [Institutional Learning Outcomes](#)⁸¹, with the expectation that students who complete their studies at Santa Monica College will achieve, acquire, and/or build the following skills:

- Commitment to [Global Citizenship](#):⁸² Students respect the inter-relatedness of the [global environment](#), engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.⁸³
- Commitment to a [Sustainable and Ethical Lifestyle](#): Students will take responsibility for their own impact on the earth by living a sustainable and ethical life style.⁸⁴

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

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

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

Analysis

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

The Board of Trustees, Academic Senate Professional Ethics and Responsibilities Committee, Honor Council, Academic Senate Student Affairs Committee, Global Council, Environmental Affairs Committee, and Management Association have established policies and/or guidelines that seek to instill and promote specific college beliefs. All constituencies are given notice of such policies through the following: The College Vision, Mission, and Goals statements; the *Board of Trustees Manual*; the college catalog; the Schedule of Classes; Student and Faculty Handbooks; college websites (including college organization websites); the Santa Monica College Facebook page; and new student and faculty/staff orientations.

Plan

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

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

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

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

Evidence of Meeting the Standard

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

For example, during the last cycle, the College submitted the requested [Accreditation Follow-Up Report](#)⁸⁵ in October 2010 in compliance with the timeline established by the [Accrediting Commission](#).⁸⁶ In March 2013, the institution provided further updates during its regularly scheduled [Accreditation Midterm Report](#).⁸⁷ Both reports document the institution's commitment to comply with Eligibility Requirements; Accreditation Standards; and Commission policies, guidelines, and requirements, and to act when directed by the Commission within the time period set by the Commission. The College has also maintained compliance with Commission policies and guidelines through the submission of substantive change proposals addressing distance education on August 17, 2009 and the offering of a bachelor's degree on September 28, 2015.

As the institution approaches its next accreditation review, the College remains fully committed to comply with the standards, policies, guidelines, and public disclosure requirements of the Accrediting Commission. In the preparation for its 2016 Accreditation Self Evaluation, Santa Monica College engaged in a two-year process that encouraged participation by members from across the college community. Consequently, the self-study reflects the broad diversity of the College, drawing input from faculty, administrators, staff, Board of Trustees, and students. The College's Accreditation Steering Committee and its subsidiary standard subcommittees met regularly throughout this period in an effort to depict the institution accurately. Training and other forms of professional development were provided to committee members throughout the process in an effort to ensure broad understanding of the Eligibility Requirements, Accreditation Standards, and Commission policies, guidelines, and requirements. This understanding will help generate a college wide commitment to compliance.

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

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

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

Analysis

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

Plan

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

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

Evidence of Meeting the Standard

As noted in Santa Monica College's Vision Statement, academic integrity is one of the institution's core values, and as such, it is at the heart of the College's mission, practices, and outcomes, as well as its relationships with external agencies, including the ACCJC. The College takes seriously its responsibilities to its accrediting agencies and other external partners and works diligently to remain in compliance with all relevant regulations and

statutes. This commitment to honesty and integrity is demonstrated at all levels of the institution, as well as programmatically, and among faculty and staff.

Relationship with Accrediting Agencies and State Governing Bodies

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

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

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

As an example of this process in action, Santa Monica College's Nursing Program must maintain national accreditation, as well as state approval. Both compliance and review processes, if successful, result in multi-year approval. The Nursing Program is reviewed formally by the Accreditation Commission for Education in Nursing (ACEN) every eight years, but the process for preparing each report is based on the premise that evaluation of the program is ongoing and annually reviewed. ACEN requires the use of the Systematic Evaluation Plan, which incorporates the standards for the accrediting and approval agencies. The Systematic Evaluation Plan works in tandem with the [program review process](#)⁸⁸ to yield one master plan that is developed each year by Nursing Program faculty, staff, and students, with input from the program's industry advisory board and partner organizations, including those who serve as clinical sites for the program. The plan is reviewed each year, again as part of the program review process, which helps determine the work for the next year.

According to a [determination letter](#) dated April 6, 2015,⁸⁹ the most recent review, which concluded in March of 2015, resulted in continuing accreditation of the Associate Nursing Program but placed the program on Conditions and requested that the program submit a Follow-Up Report in two years.

The previous accreditation review for the Nursing Program was conducted in [Fall 2006-Spring 2007](#).⁹⁰ The College's Nursing Program maintained its accreditation during this cycle as well, achieving compliance in all areas, including Standard 6: Integrity, which states that integrity is evident in the practices and relationships of the nursing education unit.

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

The State approval process, administered by the California Board of Registered Nursing, follows a similar procedure that begins with a site visit in the fall every five years. The most recent [state review](#) was conducted in October 2013, and the program received continuing approval with three recommendations.⁹¹

Santa Monica College's other accredited and formally approved programs, including Respiratory Therapy and Cosmetology, follow a similar process. The Respiratory Therapy Program is reviewed every seven to ten years. The program was last visited in April 2012 and was granted [continuing accreditation](#) for ten years.⁹² The Cosmetology Program is reviewed periodically to assess if faculty and students are in compliance with state mandates. These visits are unannounced. [Recommendations](#) from these visits are shared and discussed with all program faculty and staff, who develop and implement a plan to address them.⁹³

When exceptions occur that lead to non-compliance with the policies, regulations or practices of accreditors and other governing bodies, the College takes [decisive and immediate action](#)⁹⁴ to acknowledge and address the problems as it has in responding to several [violations](#)⁹⁵ of the California Community Colleges Athletic Association (CCCCAA) Constitution and Bylaws. These infractions in the College's Athletics Program have occurred several times over the course of the last several years and culminated in the entire Athletics Program being placed on [probation](#).⁹⁶

Relationship with Other External Partners

The College also maintains positive relationships with a number of other external partners that, due to the nature of the relationship, impose an array of regulations and statutes that must be followed with honesty and integrity. For the most part, these are financial relationships through which the external partner awards, or grants, financial resources to the College with the expectation that the College will achieve agreed-upon outcomes and outputs. The College's most significant external funder is the U.S. Department of Education. In addition to receiving federal financial aid, the College receives Perkins funding, administered through the California Community Colleges Chancellor's Office, as well as a number of competitive [grant awards](#).⁹⁷ These grants are the result of the legislative process and are guided by unique rules, regulations, and mandates.

These U.S. Department of Education grants are augmented by an array of grants and contracts from other state and federal funding sources, including the National Science Foundation, NASA, U.S. Department of Health and Human Services, the California Department of Education, the City of Santa Monica, the U.S. Department of Labor, and the California Economic Development Department, among others. In addition, the College

receives private funding from a number of local, regional, and national foundations and corporations. Maintaining honest and ethical relationships with these partners and ensuring compliance with the various regulations and statutes is imperative.

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

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

As outlined in Santa Monica College's [Grant Project Management Handbook](#),⁹⁸ it is the responsibility of the College's primary point of contact, often known as a project director, project manager, or faculty lead, to oversee project development and implementation. This person serves as the College's liaison with the funder and must be familiar with all applicable policies and procedures, at both the institutional and funding level. This person is responsible for ensuring that the College remains in compliance at the program level.

The second line of compliance is financial, and this is the responsibility of Fiscal Services, working in conjunction with the grant manager. The Office of Fiscal Services has ensured that all grant accountants have been [trained](#)⁹⁹ in state and [federal grant](#)¹⁰⁰ management and empowered to work proactively with project managers to ensure that grant funds are spent in accordance with generally accepted accounting practices and program requirements.

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

The College has also established specific policies and practices designed to empower staff to report suspected dishonest activities through [Board Policy 6117](#), Reporting Fraud, Waste, or Abuse.¹⁰¹ Using this policy as a guideline, any college employee is encouraged to report dishonest acts, either known or suspected, through an anonymous process; directions on how to report are posted in work spaces across the College. At the heart of this process is an anonymous hotline that employees may call to report suspected dishonest activities.

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

Analysis

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

Findings of non-compliance and/or recommendations for improvement are generally the result of a lack of awareness on the part of faculty or staff and/or best practices that have yet to be implemented. As concerns are raised by accrediting agencies, the College's instructional programs move quickly to strengthen their programs, linking recommendations with the internal program review processes. On the rare occasion that the College or one of its staff, faculty, or programs intentionally acts in a manner that is inconsistent or out of compliance with program regulations and statutes, the College acts quickly to assume ownership of the problem and rectify the situation.

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

Plan

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

Proposed Activities	Responsible Party	Timeline	Evidence/Outcomes/ Benchmarks for Success
Objective: To ensure that violations of the CCCAA Constitution and Bylaws and of other athletic organizations do not occur.			
Update the Athletic Coaches' Handbook . ¹⁰²	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 Eligibility Process Document . ¹⁰³	Athletic Director	Completed	All faculty understand the processes to ensure that SMC student athletes are eligible to play on intercollegiate teams.

Proposed Activities	Responsible Party	Timeline	Evidence/Outcomes/ Benchmarks for Success
Develop a Recruiting Plan ¹⁰⁴	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 coaches submit a monthly recruitment activity log . ¹⁰⁵	Athletic Director	Completed	Log documents and recruitment 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.

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](#).¹⁰⁶ [Board Policy 2163, Conflict of Interest Code Designated Positions](#),¹⁰⁷ 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](#)¹⁰⁸ to review [quarterly budget reports](#).¹⁰⁹ 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.

In April 2015, Santa Monica College's Board of Trustees approved [Board Policy 6116, Debt Issuance](#),¹¹⁰ which deals with the authorization required from the Board before the issuance of any debt obligations of the District, including general obligation bonds, leases, and any other issuance that the California Constitution designates as debt. The College developed BP 6116 and corresponding administrative regulations to meet the disclosure requirements of the Securities and Exchange Commission and the Internal Revenue Service tax requirements.

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

Reserve funding was also used to maintain the winter and summer intersessions, as well as to offer sizeable fall and spring sessions. During this time period, the District offered approximately 4,085 Credit and Non-Credit Fulltime Teaching Equivalent Hours above what was funded by the State as a result of the massive budget reductions that occurred between 2009-2010 and 2011-2012. The College also benefited from the [generosity](#)¹¹¹ of the [Associated Students](#)¹¹² and [private donors](#)¹¹³ who also wanted to ensure access to instructional and student support services and timely progression to goal completion.

Analysis

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

Plan

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

Evidence for Standard IC

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Standard II: Student Learning Programs and Support Services



STANDARD IIA: INSTRUCTIONAL PROGRAMS

IIA.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Every course and certificate or degree program offered both for credit and noncredit, including those offered via distance education, are subject to a rigorous curriculum approval process upon inception. The process ensures that all instructional offerings are consistent with the College's Mission, are appropriate to higher education, have well-defined and measurable student learning outcomes, and support student achievement of career and/or transfer goals. All instructional offerings are updated at least once every six years during the program review process.

The Curriculum Development and Approval Process

Central to the curriculum development and approval process is the Academic Senate Joint [Curriculum Committee](#).¹ It is the responsibility of this committee to ensure that all instructional offerings, including both courses and programs offered online and on ground, are consistent with the College's Mission, appropriate to higher education, and are focused on student achievement of stated learning outcomes at both the course and program level. Members are trained on state requirements for community college curriculum, using the state's Program and Course Approval Handbook (PCAH), and they adhere to Santa Monica College's Administrative Regulations – [Section 5000](#),² Curriculum and Instruction. The development of each new course and program follows a [comprehensive review process](#)³ that is consistently applied across all disciplines and takes into consideration program relevance to the Mission of the College, the field of study, and student learning and achievement.

While the Curriculum Committee approves many courses and programs each year using this process, the College provides as an example the development and approval of an innovative new course in Science, Technology, Engineering, and Math (STEM) – [Science 10](#),⁴ Introduction to Scientific Research. This course promotes student success in STEM through authentic engagement, while providing students with the skills that they will need to successfully transfer to a baccalaureate program and/or enter the workforce. Developed as an interdisciplinary course with input from science faculty from the University of California, Los Angeles, the [Science 10 development summary](#)⁵ highlights the process by which Santa Monica College develops, reviews, and approves programs and courses that are consistent with its Mission, appropriate to higher education, and culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs.

All new and updated courses and programs approved by the Curriculum Committee are forwarded to the College's Academic Senate, the Board of Trustees, and the California Community Colleges Chancellor's Office for further approvals. Once the Chancellor's Office has conferred its approval upon a new course or program, the College enters the new

curriculum into its course catalog. In many cases, new courses are submitted at this point to either or both the CSU and UC systems for consideration for transfer and/or fulfillment of General Education (GE) requirements. Science 10, for example, was granted CSU and UC transferability and fulfills the physical science and laboratory science GE requirements for both university systems. Many courses are also submitted for approval to the state's common course numbering project¹ known as [C-ID](#).⁶

Distance Education

The College offers a sizeable Distance Education program that is delivered online or through hybrid courses, which includes both online and on ground activities and accounts for roughly 20 percent of the College's full-time equivalent (FTE) enrollment. Courses proposed to be delivered online undergo specific curriculum approval steps which require separate approval in accordance with Title 5 and adhere to the [Distance Education Review and Approval Checklist](#).⁷ Departments are not required to offer courses online, however.

Curriculum Committee Work Summaries

While the rigor of the curriculum approval process provides strong evidence that all instructional programs offered by Santa Monica College meet this accreditation standard, the [committee's annual reports](#)⁸ provide complementary evidence to demonstrate that these rigorous standards are applied consistently to all programs in the College's broad curriculum. In 2013-2014, the committee approved 29 new courses, 11 new degree programs, course updates in 35 disciplines, and revisions to five degree programs. In addition, the committee submitted 63 courses for C-ID approval. Each curriculum review followed the same process as outlined for Science 10, thus ensuring the quality of all courses and programs.

List of Active Course Outlines and Degree and Certificate Programs

Two other mechanisms for ensuring the relevance and quality of the College's courses and programs are the Course Outline of Record and the Program of Study summary. The Course Outline of Record for any Santa Monica College course provides evidence that all courses have clearly stated and measurable learning outcomes, while the Program of Study document for all of the College's degree and certificate programs include program-level outcomes. Each course-level outcome is aligned to one or more of the College's five Institutional Learning Outcomes (ILOs) and their related core competencies. The [Science 10 development summary](#)⁹ includes a table demonstrating how the course student learning outcomes align with the ILOs.

Baccalaureate Degree

With regard to the College's new Bachelor of Science in Interaction Design (IxD), the baccalaureate degree is in direct alignment with the College's mission to "...provide open and affordable access to high quality undergraduate degrees..." and to "...prepare students for careers..." Only two colleges in California currently offer baccalaureate degrees in

¹ In 2006, the Academic Senate for California Community Colleges responded to legislative calls for a common course numbering system through the implementation of the Course Identification Numbering System (C-ID). This supra numbering system provides a common, intersegmental mechanism to help in the identification of similar courses. Typically, these courses are lower division major preparation courses that have been approved by UC and CSU campuses as meeting articulation standards. C-ID numbers are assigned to a specific transfer course and accompany existing local course numbers.

Interaction Design, and both are private institutions for which the degree comes at a cost of approximately \$160,000. Santa Monica College's degree will cost approximately \$10,000. The affordability of the baccalaureate degree will open a pathway into an emerging, exciting, and high paying career for a diverse group of lower income and/or place-bound students.

Labor market data for interaction designers and related positions are strong. In preparing its proposal to offer the IxD degree to the state chancellor's office, the College conducted extensive research into the availability of jobs and the gap in baccalaureate level candidates being prepared for them. Not only did this research provide direct evidence of the need for a larger workforce skilled in the principles of interaction design, but it showed that the need exists in the immediate vicinity of the College. Recent years have witnessed a technology boom in the "silicon beach" area comprised of Santa Monica and parts of west Los Angeles. Interaction designers – those whose work ensures that new, interactive, "smart" products are intuitive to use, effective, and provide the user with a positive experience – are essential players in this evolving industry. Local employers and community organizations wrote over 100 letters to SMC in support of this new bachelor's degree in IxD.

Over the past year and a half, a task force of faculty and administrators has worked to develop the degree program. Standards for distinguishing upper division curriculum from lower division were developed and integrated into the college's existing and robust curriculum development and approval processes. New courses and the program of study for the degree itself were reviewed by the task force, and by the College's IxD Advisory Board (the membership of which includes faculty and local industry experts), as well as by the Curriculum Committee, Academic Senate, and local Board of Trustees to ensure appropriate rigor and relevance. Each course and the program itself has clearly stated learning outcomes. Assessment of these outcomes will be conducted using the same methodology currently in place for the College's other courses and program.

Institutional Effectiveness Report/Dashboard

Evidence that the College's courses and instructional programs "*culminate in...achievement of degrees, certificates, employment, or transfer to other higher education programs*" is provided through the data collected by the College's [Office of Institutional Research](#)¹⁰ and presented in its annual [Institutional Effectiveness Report](#) and [Dashboard](#).¹¹ For example, this report indicates that in 2015, the College awarded 1,434 associate's degrees; awarded 1,528 Certificates of Achievement; transferred 2,059 students to public four-year institutions in California; and placed 1,057 students directly into employment. However, these data do not include the many transfers to other institutions of higher education and the students who enter into self-employment.

Degree and Certificate Learning Outcomes Reports

Evidence that the College's courses and instructional programs "*culminate in student attainment of identified student learning outcomes*" is provided through data collected by the College's Office of Institutional Research and presented in its [Degree and Certificate Learning Outcomes Reports](#).¹² Every program is provided with this information, an example of which is provided in evidence that summarizes [Student Learning Outcome \(SLO\) assessment results](#) for all students who received a Business Entrepreneurship Award, including both the associate's degree and the Certificate of Achievement, in 2013-2014.¹³

Analysis

Every credit and noncredit course, degree program, and certificate program at the College, including all 287 courses approved for delivery by distance education or hybrid online delivery, is thoroughly evaluated, both upon inception and again as modified or updated, via a well-honed and highly-effective curriculum approval process. As a result, every program offered by the College is in a field of study consistent with Santa Monica College’s Mission and is appropriate to higher education.

The curriculum approval process is not only robust but efficient. The following table provides an overview of curriculum approval activity over the last several years.

Activity	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Total
New Courses	31	24	18	29	19	136
New Programs	4	5	5	16	8	43
Disciplines with Updated Courses	1	6	21	35	27	90
Revised Programs	13	5	18	5	12	53
Total	49	40	62	85	66	322

The College has been proactive in obtaining C-ID approval for its courses and, to date, has received approval for 87 courses, has an additional 16 conditionally approved, and has six “in progress.” The College has received approval for [15 Associate Degrees for Transfer](#).¹⁴

Each certificate and degree program is built upon student learning outcomes, and student mastery is assessed annually. Student achievement of learning outcomes for every course in the degree or certificate is aggregated for all students completing program requirements. The aggregated data are evaluated by faculty and administration, and results are used for program improvement and to inform institutional planning and resource allocation.

The College uses institutionally set standards to measure the institution’s progress toward these goals, which is summarized annually in the Institutional Effectiveness Report. As an example, in each year from 2011 to 2014, the College met or exceeded its institutional-set standard of 1,171 degrees and 1,306 certificates awarded. Similarly, the College exceeded its transfer rate (as defined as transfer within six years of enrollment) of 47 percent during each of these years, although the rate decreased in 2015 as a result of several factors, not least of which was a reduction in course offering during the economic recession, which hindered student ability to enroll in necessary classes and progress in a timely manner.

Plan

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

IIA.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

To ensure that the content and methods of instruction meet academic and professional standards, the faculty-driven process of systematic evaluation and improvement of instruction is conducted in four distinct ways, which are all applied to on ground, hybrid, and online instruction:

1. Programs, course content, and methods of instruction are regularly evaluated by the Curriculum Committee.
2. Improvements in courses, programs, and directly related services are carried out on an ongoing basis by all instructional programs and reviewed by the Program Review Committee via the annual and six year program review reports.
3. Professional development and related activities ensure currency of the faculty, improve teaching and learning strategies, and promote methods increasing student success.
4. Every faculty member is evaluated periodically by a peer; adjunct faculty are evaluated every four semesters or sooner and tenured faculty are evaluated every three years. The peer evaluation includes a teaching observation, peer review of syllabi, a self-evaluation, and a conference between the evaluator and the evaluatee.

Course and Program Development

Once a course or program is approved by the Curriculum Committee, the next step is to develop course syllabi for both online and on ground courses that align with the approved course outlines of record. Faculty members may also incorporate tenets of the Santa Monica College [Model Syllabus](#),¹⁵ which was created by the Academic Senate Joint Student Affairs Committee and is now updated and maintained by the Professional Ethics and Responsibilities Committee of the Academic Senate. The [Model Syllabus](#) outlines accepted instructional and professional [standards](#).

Each faculty member must also submit his/her course syllabus to the department chair for review and comment. Evaluation of each faculty member's course syllabus for consistency with course outlines of record is part of the faculty evaluation process for all full- and part-time faculty, as articulated in the [Faculty Contract Articles](#).¹⁶

Faculty expertise is critical in the development of new courses that meet current academic standards. As an example, the full-time program leader for the Fashion Merchandising Program worked with a part-time faculty member with expertise in the targeted area of [fashion merchandising](#) to develop three courses (FASHN 12, 19, and 20) as part of the certificate and degree program in Fashion Merchandising.¹⁷ For courses offered online, the faculty member is expected to be a content expert as well as competent in the use of online teaching tools. The College offers faculty mentors to assist new faculty who have not yet taught online as they develop their courses and encourages faculty to complete the @One training course provided through De Anza College.

Continuous and Systematic Improvement

Ongoing quality improvement of instruction, including online instruction, is driven by faculty and the departments with oversight by the Academic Senate Joint Program Review Committee. Each instructional department and its associated degree and certificate programs self-evaluate, plan, and submit program review reports each academic year. Additionally, on a six-year cycle, each department submits a larger, all-encompassing report for thorough review by Program Review Committee members. The program review process is the central mechanism by which academic departments document their continual improvement of courses, instructional programs, and directly related services.

Program review reports consist of several broad areas, each of which contribute to a program's systematic improvement of quality and effectiveness and are explained more fully in the Santa Monica College's [Program Guide to the Program Review Process](#).¹⁸

- Overarching Goals
- Demographic Analysis
- SLO Development and Review
- Program Improvements
- Curriculum Review
- Annual Instructional Area/Department Objectives
- Needs and Planning

The following are examples of the type of guidelines and feedback that programs receive:

- 1) The Program Review Committee creates an executive summary that offers programs commendations for improvements made in instructional content and methods of instruction, recommendations for improvements to their evaluation processes, and suggestions for strengthening the programs to yield higher quality assessments.
- 2) The Institutional Effectiveness Committee produced an [SLO Criteria Checklist](#)¹⁹ to help guide programs in the creation, assessment, and revision of their SLOs. This checklist applies to both online and on ground classes.
- 3) The District Planning and Advisory Council (DPAC) leverages the Program Review Committee's annual report, which offers a summary of the committee's activities and outlines common trends and concerns across programs, to set institutional objectives that ensure the quality of instruction and enhance student learning and achievement. This is particularly helpful in cases in which many programs have similar needs; these needs can thus be supported broadly and more efficiently. An example of this is included in evidence ([the development of the Teaching and Learning Center](#)).²⁰

Analysis

In 2012-2013, the College made substantial revisions to its long-standing, effective program review process, resulting in a web-based platform. In the past four years, 30 instructional and student service groups that provide direct instructional support have completed a six-year program review using the online system.

In addition to the six-year reviews, instructional, student service, and administrative units have utilized the annual review process since the 2013-2014 academic year, a process that also emphasizes the same data-driven documentation process.

The Professional Development Committee plays a critical role in ensuring the currency of instructional faculty and promoting student success and the Center for Teaching Excellence assesses its performance through surveys, using these data to plan for the future. For example, Faculty Summer Institute participants [report](#) on the learning outcomes derived from their classroom implementations of strategies learned during the Institute and this feedback is used to improve the program for the next cohort of participants.²¹

Plan

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

IIA.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

Identification and Publication of Learning Outcomes

The College plans for and maintains an ongoing high-quality, innovative, and responsive academic environment. Part of this process is the identification and assessment of learning outcomes at the course, certificate, degree, and institutional levels. Every course has a Course Outline of Record and includes student learning outcomes (SLOs) as a required component to be assessed. Similarly, a statement of the degree or certificate learning outcomes is included in the Program of Study overview for every degree and certificate of achievement program.

The learning outcomes for both courses and programs can be viewed on the College's [database](#) of course outlines.²² This site is also accessible from the web pages of both the Academic Senate Joint Program Review and Curriculum committees; no username or password is required. This database documents that the College identifies learning outcomes for all of its courses and degree or certificate programs. Course level SLOs are also included in class syllabi, and program-level SLOs are published in the college catalog.

All new courses proposed are approved by the College's rigorous curriculum approval process. A mandatory component of the process is the development of course-level SLOs written by the discipline faculty and reviewed by the chair of the Academic Senate Joint Institutional Effectiveness Committee and by the Academic Senate Curriculum Committee. An update to all course outlines, including the course SLOs, is required for all courses at least once every six years as part of the program review cycle, though faculty often update SLOs more frequently when assessment data indicate that modifications are appropriate.

To ensure that students are well aware of the learning outcomes for their courses, faculty are required to include the SLOs on their course syllabi. This [requirement](#)²³ is promulgated by department chairs and via the online Faculty Handbook and the College's Model Syllabus which can be found on the Ethics [Committee's webpage](#)²⁴ and the online [Faculty Handbook](#).²⁵ An editable version is located within the [FAQ 101 section of eCompanion](#).²⁶

The same standards are applied to the College's Bachelor of Science degree in Interaction Design. Every course required for the Bachelor of Science degree in Interaction Design has a [course outline of record](#) that includes clear statements of the expected student learning outcomes.²⁷ Upper division courses have [outcomes](#) that involve high-level Bloom's taxonomy abilities,²⁸ that require students to build upon knowledge and skills developed in lower division courses, and that represent a narrowing of focus on major topics not seen in the broader content found in lower division coursework. The degree program itself also has clearly stated program learning outcomes. Assessment of both course and program level outcomes will be conducted using the same methodology currently in place for the College's other courses and program.

To ensure that learning outcomes are readily available to students, all college faculty are reminded that their syllabi must include the student learning outcomes for the course, and the college catalog includes the learning outcomes for all programs. To further remind faculty of the need to include outcome statements on their course syllabi, the College has developed a syllabus upload tool in the faculty course administration system (mProfessor). Faculty are required to upload their syllabi into the system, and in the process of doing so, are queried regarding the inclusion of the current learning outcomes on each syllabus.

Assessment of Learning Outcomes

Assessment results for course-level SLOs are collected via an online roster system that enables SLO assessment data to be aggregated, disaggregated, and analyzed in a number of ways. The system is built upon the College's five [Institutional Learning Outcomes \(ILOs\) and their related core competencies](#),²⁹ and upon the strong belief of the College's faculty that these ILOs are developmental in nature. That is, students develop proficiency in the ILO areas over time as they pursue a course of study and achieve course-level learning outcomes.

The SLOs for each course are housed in the College's SLO Portal (described in Standard IB.5). Each semester, faculty input the results of SLO assessments via an online roster similar to a grade roster to record each student's mastery of each course SLO. Because assessment results are linked to individual student identification numbers, the College is able to review SLO assessment results in aggregate or disaggregated by various student characteristics. Course SLOs are also aligned with degree, certificate, and institutional learning outcomes and competencies, so these analyses can be carried out at the course, certificate, degree, and/or institutional level. It is also possible to view snapshots in time and to track student progress longitudinally.

[Course SLOs](#) are assessed at least once a year. Data entered into the SLO assessment rosters is formatted and made available to department chairs and discipline faculty through the [faculty portal](#)³⁰ into the College's student information system. For each course, SLO mastery rates are presented disaggregated by the following:

- Level of English completed
- Level of math completed
- Level of ESL completed
- College units completed
- Course repetition
- Residency
- Race/ethnicity
- Counseling 20 status
- Age
- Gender

Data on degree and certificate learning outcome assessment results and on ILO and competency assessment results are presented in tabular form to departments and to the broader campus community via the [Institutional Research Office's web page](#).³¹ An example of degree- and certificate-level assessment data is provided in evidence for the associate's degree and Certificate of Achievement in [Public Policy](#)³² and similar data are published annually for all of the College's degrees and certificates. A summary of these data is presented in [evidence](#).³³

Analysis

Course outlines of record that include SLOs are publicly available in a searchable repository via CurricUNET with no username or password required; however the interface is not as user-friendly as the College would like. To assist members of the public searching for course outlines, some departments include direct links to their course outlines on their department web pages, but these must be manually updated as outlines and revised in CurricUNET. To simplify access and ensure the most up-to-date course outlines are easily found, the College is working with CurricUNET on a new system called Meta that will enable a more user-friendly interface.

The online SLO assessment rosters provide the College with an efficient, streamlined method to collect and analyze the vast number of individual SLO assessments occurring regularly across the campus. The system allows the College's faculty and administration to examine student performance disaggregated by a number of student variables at the section, course, program, and institutional levels.

Plan

Based on an analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress. The College is aware that course and program outcome assessments indicate that there are some significant equity gaps in student learning and achievement, and they are addressed in the Quality Focus Essay.

IIA.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

The College offers pre-collegiate level courses in English and math. In addition, the College offers noncredit, pre-collegiate English as a Second Language (ESL) courses, as well as college-level ESL foreign language classes (English for non-native speakers) that serve as prerequisites for English 1, the first college-level course in the English sequence. At this time, the College offers only one developmental/pre-collegiate level class online, English 21B. This is the result of intentional decision making on the part of faculty in these departments who believe that students enrolled in pre-college courses will be more successful on ground and in person than online.

The pre-collegiate courses are clearly identified, as are the various paths to collegiate-level courses, via charts developed by the English, ESL and Math programs. An excerpt of these charts is provided in [evidence](#),³⁴ the [charts](#) are published in the college catalog,³⁵ and in

every [schedule of classes](#),³⁶ both of which are available in hardcopy and online. An overview of the College's pre-collegiate courses in English, ESL, and mathematics and the instructional support programs available are also provided in evidence.

Targeted Support Programs and Initiatives that Foster Success and Help Students Advance to and Succeed in College Level Curriculum

In addition to supportive programs embedded into the instructional programs, the College offers an array of non-instructional supports to assist students as they successfully complete their pre-collegiate courses and transition into college-level courses. Many of these programs are directed at specific student populations, such as first-time college students, first-generation college students, minority and underrepresented student populations, and high school students who are likely to enroll at Santa Monica College. These programs include the following:

- Accelerated coursework in both English and mathematics
- Supplemental Instruction
- Placement/Assessment Test Preparation via [Prep2Test](#)³⁷
- The [First Year Experience \(FYE\) Program](#)³⁸
- Summer Jams, Summer Bridge, and the English Academy (described in Standard IIC)

Analysis

Santa Monica College clearly delineates its pre-collegiate courses in English, ESL, and Mathematics and offers an array of effective strategies and learning supports to help students successfully complete the pre-college coursework and transition to college-level coursework. Counseling faculty are fully versed in these pathways to college-level courses which are outlined in the course catalog, the schedule of classes, and on the department websites.

Student success in pre-collegiate courses has long been a concern for the College and resulted in an institutional Strategic Initiative focused on basic skills success. This initiative has led to the development and implementation of multiple practices (e.g., FYE, SI, Prep2Test) that have demonstrated effectiveness in supporting student success.

As the College continues to identify and address student equity gaps, it will also continue to assess the impact of its instructional support programs on student success, adjusting programs as needed and developing new resources to further support students.

Plan

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

IIA.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

Santa Monica College continues to have a very strong reputation as an institution of higher education based on, among many other factors, the breadth and depth of its instructional programs. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all of the programs offered at the College.

The curriculum process and the institutional procedure for establishing institutional learning outcomes to which student learning outcomes are mapped as described in Standards IIA.1 and IIA.3 ensure that the College's courses and programs follow practices widely accepted in American higher education. Faculty who are subject-matter experts propose new courses, and articulation checks conducted before and during the curriculum approval process confirm that proposed courses are equivalent to courses and programs at four-year institutions, as appropriate. The Academic Senate Joint Curriculum Committee validates course advisories, co-requisites, and prerequisites by reviewing the exit skills of a course and the entrance skills required to succeed in the subsequent course. Noncredit courses undergo careful scrutiny both in the College's curriculum approval process and again through the California Community Colleges Chancellor's Office approval process.

Breadth, Depth, and Rigor

For all of its courses and programs, including those delivered online, the College's faculty ensure the appropriate breadth, depth, and rigor by engaging in thorough discussion of course hours, units, and detailed course objectives and learning outcomes for each course in the program. In a typical instructional program such as [Mathematics](#),³⁹ this discussion begins at the discipline or sub-discipline level with faculty who are experts. The discussion progresses to the Curriculum Committee processes and Academic Senate, as outlined in Standard IIA.1. For Career Technical Education programs such as [Technical Theatre](#),⁴⁰ input and feedback from industry advisory boards are also critical to the process. Likewise, professional regulatory agencies are engaged for programs such as [Nursing](#).⁴¹

The College also ensures appropriate breadth and depth by requiring that degree programs have a minimum of 60 units, with at least 18 units in an area of concentration, and between 18-39 units of general education (GE). Three GE course patterns can be followed, including the College's own GE pattern, California State University's GE pattern, or the IGETC pattern (Intersegmental GE Transfer Curriculum). The program requirements for both GE and areas of focused study are discussed more thoroughly in Standards IIA.12 and IIA.13.

The pilot baccalaureate program will also follow appropriate practices in American higher education, exceeding the 120 unit minimum by requiring 123 units, 45 of which will be upper division.

Sequencing

Program sequencing is determined using similar processes as for breadth, depth, and rigor. The process of determining prerequisites for courses within an area of emphasis requires both faculty expertise and reliance on accepted practices within each specific discipline. There are three types of sequencing patterns:

- Heavily Sequenced Program: Nursing is one of the College's best examples of a heavily sequenced program, as students are required to take each course in order so that the skills can build upon each other.
- Non-sequenced Career Technical Education (CTE) courses with a capstone class: The College's Technical Theatre Program is an example of a non-sequenced CTE program with a capstone class.
- Sequenced for Transfer: The third sequencing pattern is designed to facilitate transfer and is followed by many of the College's programs that are traditionally transfer-focused programs, such as the [Math AS-T Program](#) (Associate of Science for Transfer Degree).⁴²

For the baccalaureate degree, Santa Monica College, as one of the 15 Baccalaureate Degree Pilot (BDP) program colleges in the state, has participated along with the other 14 colleges, the Chancellor's Office, and the Academic Senate of California Community Colleges to develop the following definition of upper division coursework as published on page nine of the [BDP Handbook](#):⁴³

Upper division courses are defined as requiring lower division knowledge and applying that knowledge as demonstrated measures of critical thinking through writing, oral communication or computation. Upper division coursework may also encompass research elements, workforce training, apprenticeships, internships, required practicum or capstone projects. Upper division courses typically will have one or more lower division or upper division prerequisites that have been established using content review of the entry skills necessary to be successful as outlined in title 5, section 55003. Courses that have been designated as upper division are only intended to be applicable to baccalaureate degrees.

The Upper Division Course Summary [table](#)⁴⁴ provides a comparative analysis of these criteria for the lower division versus upper division required courses for the College's Bachelor of Science in Interaction Design.

Time to Completion

In general, full-time students who take an average of 15 units per semester will be able to complete a 60-unit degree program over four fall and spring semesters, or about 22 months. Students can take fewer units in the fall and spring and still complete in this period of time as long as they take classes during the winter and summer intersession semesters. As described in Standard IIA.6, the College utilizes various scheduling strategies to ensure that students are able to enroll in the classes needed to complete their program of study in a timely fashion.

Students with GE and area of emphasis credits from other accredited institutions are able to reduce their time to degree completion, as long as at least 50 percent of the credits in the major area of study are taken at Santa Monica College, with some exceptions.

The College has dedicated a vast amount of time and effort to fulfilling the statewide mandate for creating Associate Degrees for Transfer (ADT) to the California State University (CSU) system. This mandate, outlined in SB 1440, Student Transfer Achievement Reform Act, Statutes of 2010, attempts to address issues regarding time to completion by giving students a uniform and clear path to an associate's degree and subsequently a bachelor's degree after transferring to the CSU system. The College has created and obtained state approval for 15 Associate [Degrees for Transfer](#).⁴⁵

The College uses an online student education plan program, MyEdPlan, which is described more fully in Standard IIA.10, to provide profile-driven guidance to students and counselors while seamlessly integrating a degree audit program. This allows students and counselors to conduct an analysis of any coursework that the student has completed at the College and compare that to actual degree requirements.

Synthesis of Learning

The College measures the degree to which students synthesize their learning in several ways:

- Assessing learning outcomes in capstone courses, where students are most likely to exhibit their cumulative understanding and competence in the discipline. Programs with [capstone courses](#)⁴⁶ include Technical Theater, Early Childhood Education, and Graphic Design.
- Assessing degree/certificate learning outcomes (DCLOs), which focus on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program. [DCLOs](#) are used in the program review process to evaluate the effectiveness of the degree program, and data are housed on the Institutional Research website.⁴⁷ Additional detail regarding these learning outcomes is provided in Standard IIA.13.
- The Institutional Learning Outcome (ILO) process tracks students individually over their entire college enrollment, showing development and synthesis of their learning outcomes as they earn their degree or certificate.
- The Institutional Effectiveness [dashboard](#) data⁴⁸ tracks course learning across all courses, using the ILO process.

Analysis

The College follows practices common to American higher education, including using the Carnegie method for assigning units to courses. Doing so enables the College to offer high quality instruction focusing on program breadth, depth, and rigor, thereby fostering overall synthesis of learning and efficient course sequencing, as well as reducing time to completion.⁴⁹ The overall impact of these efforts is best demonstrated by the 102 [articulation agreements](#)⁴⁹ that the College has established with bachelor's degree granting institutions. These agreements exemplify the wide acceptance of the College's degree programs and courses.

The breadth, depth, and rigor of the College's programs, as well as its use of effective practice in program planning and scheduling, are also demonstrated in the College's student success data. Although the data fluctuate with enrollments over time, the College consistently meets or exceeds its own [standards](#) for transfers to University of California and California State University, as well as licensing exam pass rates.⁵⁰

Although the College's degree programs are designed to be completed in four semesters (roughly 22 months) by full-time students, the majority of students are not able to complete the degree sequence in this timeline. The [average number of semesters](#) to associate's degree completion has increased over the last five years, from 7.34 semesters in 2011 to 8.71 semesters in 2015.⁵¹

Santa Monica College's average time to completion compares favorably to state and national data, as demonstrated by The Chronicle of Higher Education's [College Completion Project](#),⁵² which compares local, state, and national data, and the California Community Colleges [Student Success Scorecard](#).⁵³ However, the College recognizes that the current time to completion is a significant concern. There are many factors impacting time to completion, and the College is addressing this multi-faceted and complex issue using initiatives described in Standard IIA.4.

The College monitors the impact of each of its activities, services, and programs on student learning and achievement, including time to completion, on an ongoing basis. Faculty and staff use these data to expand successful initiatives, strengthen promising practices, or alter programming that is demonstrating limited impact. The College has not set an institutional standard for time to completion but will do so after all of the factors impacting this indicator have been examined in depth.

Plan

Based on an analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress, particularly with regard to institutional achievement of the Key Indicator Semesters to Associate Degree Completion, as outlined in the analysis.

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective: Develop an Institution Set Standard for time to completion for the associate's degree.			
Review data, both internal to the College and statewide. Assess underlying causes for length of time to completion.	Institutional Research	2015-2017	Longitudinal data available for comparison and analysis.
Develop target standard data.	Institutional Effectiveness Committee	2016-2017	Initial target standard set.
Review with appropriate bodies.	Institutional Research DPAC Academic Senate	2016-2017	Constituent groups have the opportunity to review and provide feedback as to the appropriateness of the set standard.
Assess annually and report via the Dashboard to determine student performance against the standard.	Institutional Research	2018-2020	Annual Dashboard Report reflects the new standard. Assessments provide data for developing strategies, as appropriate.

IIA.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Preparation of the schedule of classes is the responsibility of the Office of Academic Affairs. The Dean of Instruction works with the 23 instructional department chairs to create four schedules each year: one for each major semester (fall and spring) and one for each intersession (summer and winter). The scheduling process is designed specifically to ensure that students' needs for courses are met. The College's Associate of Arts degree programs are designed to be completed in two years for a full-time student and all required major courses are offered at least once per year so that students can progress in a timely manner. However, a few programs have experienced low enrollment issues that have precluded students from completing needed classes. When this happens, the college notes this in the [catalog](#)⁵⁴ and refers the student to the department.

The College's course offering is robust. In the 2014-2015 academic year, for example, the College offered 7,515 course sections distributed across instructional departments based on student needs and interests with classes scheduled to accommodate a [wide variety of offerings](#) in terms of place, time, and delivery modes (i.e., on ground and online).⁵⁵ The greatest number of course sections are assigned to the English (398 sections or 14.2 percent of all course sections for the Fall 2014 semester) and Math (238 sections or 8.5 percent of all course sections for the Fall 2014 semester) departments, as these are the courses that nearly all students need in order to progress toward goal completion. However, even relatively small programs receive an allocation of course sections each semester, such as Modern Languages and Cultures (74 sections for 2.6 percent of the total for the Fall 2014 semester) and Dance (57 sections or 2.0 percent of the total).

The scheduling process for each academic year begins with a determination by the Vice President of Academic Affairs of the College's enrollment goals based upon the previous year's enrollment data, as well as on enrollment targets set for the College by the State of California. Enrollment targets are converted to WTH (weekly teaching hours) across the academic disciplines, based upon several factors, including enrollment patterns, classes added or cancelled the previous year, course fill rates, feedback from counselors regarding unmet needs, and waitlist data.

The Bachelor of Science in Interaction Design employs a cohort structure. Each class is capped at 25 students, with a new cohort entering the program each semester. The students all enroll in the same sections of the same classes, in the same sequence. Thus, the class schedule is designed specifically to ensure that the class schedule has no conflicts and students follow a convenient, practical full-time schedule. Upon entry into the program, students meet with an academic counselor who advises them regarding the cohort courses they need to take, as well as on any additional coursework they may need to fill any deficiencies in their lower division preparation. While the selective admissions process ensures that students have no deficiencies in their major preparation, some may lack components of the CSU GE pattern required for SMC's baccalaureate degree and may therefore need to take an extra course or two. The SMC summer and winter intersessions provide an ideal time for students to complete these courses if needed.

The realistic course load designed for the IxD students, coupled with available student support services and the strong academic backgrounds of program participants will ensure that most, if not all, students are able to complete all degree requirements within two years of their commencement of the upper division program. However, by starting a new cohort each semester, the College ensures that students who are unable to complete a course for any reason may repeat that course in the very next semester, thereby minimizing delays due to unforeseen circumstances.

Analysis

The College's large and diverse course offering provides students with multiple options of days and times in which they can enroll in high-demand courses, thereby enabling students to complete degrees on time and with enough flexibility to accommodate their personal schedules. However, the College's ability to meet student demand for classes is partially dependent upon external factors that the College cannot control. For example, during the recent fiscal recession, funding to all of the California community colleges was reduced and each college received a "workload" reduction order from the state, meaning that the state reduced the number of FTES (full-time equivalent students) it would fund for each college. Santa Monica College, like all the colleges in the state, was forced to reduce the number of course sections offered, despite the fact that student enrollment was increasing. The College demonstrated its commitment to facilitating student completion by offering a schedule that favored courses students needed to complete programs and by using a portion of its fund balance to support unfunded FTES.

Plan

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

IIA.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

The College effectively uses an array of traditional and non-traditional delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students. Although traditional, single-course delivery over a full semester – in a classroom or laboratory setting – remains the most familiar and abundant mode, the College utilizes other delivery modes to meet the diverse needs of students including the following:

- **Short-Term Classes** use an accelerated format to allow students to focus on a particular class more intensively and over a shorter period of time than usual, typically in eight- or twelve-week formats during the regular semesters and five-, six-, or eight-week formats during intersessions.
- **Accelerated Courses** reduce the time to completion in pre-collegiate English and mathematics sequences by combining two or more existing courses to reduce the overall amount of time it takes students to transition to college-level courses. Thus far,

students in [accelerated courses](#) are outperforming students in traditional courses by three percentage points in English and six percentage points in math.⁵⁶

- **Distance Education** promotes the College's Mission in supporting students' achievement of their academic goals by providing them with an alternative learning modality from the traditional campus-based classes, including short-term classes which run in eight-week and twelve-week sessions during a regular sixteen-week semester.

Each of these delivery modes is evaluated in the same way by the curriculum and program review processes to assess their effectiveness in achieving their course learning outcomes. As part of the program review process, instructional units also report on their use of various teaching methodologies, including collaborative group work, computer- assisted instruction, independent study, internships, applied learning, and study abroad.

Supportive Teaching Methodologies and Learning Resources

The College is committed to providing an environment where all students can engage and succeed in a focused and directed course of study. The College recognizes that students have different learning styles, schedules, goals, and levels of academic preparation, all of which influence a variety of student behaviors including enrollment patterns, student success, retention, persistence, completion rates, and choice of major and goal. The College has institutionalized a number of methodologies, teaching strategies, and learning support services (described fully in Standard IIC) that address these characteristics. The College's recently completed [equity plan](#), which was presented to the Board of Trustees in [December 2014](#),⁵⁷ outlines an array of interventions and teaching methodologies that the College is implementing to address gaps in student success.

- **Study Abroad:** As outlined in Institutional Learning Outcome #3, the College is committed to promoting global citizenship through [study abroad opportunities](#).⁵⁸ Successful completion of a study abroad program and the courses offered satisfies the global citizenship associate's degree requirement.
- **Experiential Learning:** These applied programs have been offered by the College as an integral component of the teaching and learning environment for many years. The College is just beginning to formalize these offerings into a [cohesive program](#) that distinguishes among the various types of experiential learning, including volunteerism, work-based learning (including internships) and service learning.⁵⁹
- **Cohort Sections of Key Courses:** The College fosters student success among specific groups of students by offering designated sections of key courses reserved for these groups, which provides students the opportunity to study together as a cohort. The College regularly offers targeted sections for five specific cohorts: [Black Collegians Program](#);⁶⁰ [Adelante Program](#);⁶¹ [Scholars Program](#);⁶² [First Year Experience](#) (FYE);⁶³ and [STEM Initiatives](#).⁶⁴
- **Tutoring and Learning Resource Centers:** The College's learning support services, including the Library, are fully described in Standard IIC. These [services](#) are a vital tool for the College in its promotion of equity in student success.⁶⁵
- **Supplemental Instruction:** The College's Supplemental Instruction (SI) Program is an academic assistance program that employs students to lead peer facilitated study sessions to help students succeed. A [2014 effectiveness study](#)⁶⁶ indicates that students who attended a minimal number of sessions were 2.02 times more likely to complete the course successfully than students who did not attend.

Analysis

The diversity of instructional delivery modes continues to increase at the College, driven by a culture of innovation and inclusion and the College is mindful that the success of all students must be considered in each mode to achieve equity. For example, course quality for online classes continues to be a high priority with the ultimate goal of having online students succeed at rates similar to their on ground peers. Success rates have continued to improve, narrowing the gap between online and on ground classes for success and retention from ten percent in 2006 to under two percent in 2015 for [both gaps](#).⁶⁷ This is not true, however, for Black students enrolled in online classes, who are lagging significantly behind their peers, as outlined in the following table. Hispanic students show a similar success rate between Distance Education (DE) and on ground classes, which indicates that the institution's DE courses are comparable to the on ground counterparts in terms of fostering success for this group. However, the success rate of Hispanic students is 15 percent below that of the other two high achieving groups, which poses an equity concern for the College.

Online Course Success Rates by Student Ethnicity

Ethnicity	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	DE	All	DE	All	DE	All	DE	All	DE	All
Asian/Pacific Islander	72.0	75.7	74.1	75.1	75.2	75.1	81.5	75.0	76.1	74.2
Black	44.7	55.6	46.5	53.6	46.7	53.6	43.3	54.4	44.8	55.0
Hispanic	57.9	61.8	57.8	63.5	57.9	62.7	59.2	61.1	61.6	61.4
White	68.8	72.6	73.3	75.4	73.8	75.2	77.3	75.8	76.0	75.9

One method for addressing the disparity in success among students is through professional development designed to provide current pedagogical approaches to teaching both on ground and online. The College's Center for Teaching Excellence is an exciting new way for these innovations to spread between programs and faculty.

In addition, the College's Student Equity Plan is giving momentum to additional projects that seek to support all students in achieving success at similar rates. With financial support from the state of California, the College is currently undertaking several new program initiatives to address equity. As these programs develop, the College will assess the effectiveness of each activity in improving student access and success. The College will then use the data for future planning, decision-making, and resource allocation. The [equity projects](#) address three areas of concentration, including increased focus on research and inquiry, enhanced student support services, and expanded instructional support and student interventions.⁶⁸

Plan

Based on analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress. With regard to the continued implementation and assessment of its [2015-2016 Student Equity Plan](#),⁶⁹ the College will continue making revisions as new data are collected and analyzed.

IIA.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Santa Monica College uses department wide assessment instruments in two contexts:

- 1) To assess students' proficiency in math, English, ESL, and chemistry for the purpose of accurate placement into classes.
- 2) To assist in providing a consistent level of rigor across sections of a course while also providing a common student learning outcomes (SLO) assessment tool to improve the reliability of SLO assessment results across sections.

Placement Exams

In accordance with California Code of Regulations Title 5 (Section 55522(a)(1)), the College utilizes assessment tests in English, ESL, and mathematics that are approved by the California Community Colleges Chancellor's Office (CCCCO) to assess students' English language proficiency and computational skills. While these testing instruments undergo a comprehensive review by the CCCCCO's Assessment Workgroup, individual colleges must also validate these for local use. The College ensures local validation of effectiveness and reviews the instrument for bias by doing the following:

- Examining [test content](#)⁷⁰ to ensure it adequately reflects curriculum and entry-level skills taught in courses in which students will be placed (faculty review).
- Undertaking a [cultural bias review](#)⁷¹ of the individual test items, responses, and directions (faculty and student review).
- Validating [cut scores](#)⁷² against a specific criterion (e.g., midterm or final course grades).
- Conducting a [disproportionate impact analysis](#)⁷³ to determine whether any assessment test, method, or procedure has a disproportionate impact on particular groups of students. When there is a disproportionate impact on any group, the College develops and implements a plan to correct the disproportionate impact.

A [full report](#)⁷⁴ on the results of all of the College's local validations is available on the Institutional Research website.

With respect to reliability, these assessment tests are all nationally normed instruments and the publishers conduct comprehensive studies to ensure the tests are reliable. Assessment Center personnel ensure the instruments are administered to students in a standard manner, consistent with publisher guidelines.

The College's Assessment Center also administers a Chemistry 10 Challenge Exam to students who request it. Students who pass this exam are allowed to enroll directly in Chemistry 11 (General Chemistry 1), thus bypassing the Chemistry 10 (Introductory Chemistry) prerequisite. The assessment tool, called the California Chemistry Diagnostic Exam, is approved by the statewide California Community Colleges Chancellor's Office and is published by the American Chemical Society. The publisher validates the exam at the national level, and Santa Monica College conducts periodic validation studies as well.

In Fall 2012, the Physical Science Department implemented a new cut score for the Chemistry 10 Challenge Exam. Working with Institutional Research and the Assessment

Center, the department conducted a comprehensive challenge exam validation study involving collection of student grade information, faculty surveys, and student surveys. This study concluded that the College's cut score was too low and correlated strongly with prior findings of department faculty regarding the success of students who took Chemistry 11 after passing the Challenge Exam. A [request for renewal](#) of validation for this exam, including a request to raise the cut score, was filed with the CCCCCO.⁷⁵

At the time of the request, the College acknowledged that the proposed cut score resulted in disproportionate impact but proposed to address this impact through multiple interventions, including online tutorials. With this plan in place, the Chancellor's Office approved the College's request to raise the cut score. However, a follow-up validation review showed continued disproportionate impact despite the proposed interventions. As such, the department is reevaluating the exam, the cut score, and possible courses of actions, including the development and implementation of additional interventions, such as a summer academy or the use of a new exam.

Common Course Assessment Tools

Many departments now employ common assessment tools to ensure similarity across sections of a particular course. These tools generally consist of a few questions within larger examinations or similar essay prompts for one assignment among several. In order to reduce bias, these common exams are only one factor of several used to determine course grades. Even so, these departments find the common assessment tool extremely helpful in standardizing grading across sections so that all students receive a similar experience and so that all instructors adhere to agreed-upon standards. These exams and essay norms are written by the faculty teaching the courses and are updated regularly to address anomalies in student performance on individual exam items.

Analysis

Placement Exams

The College reviews its placement instruments on a six-year cycle, consistent with Title 5 requirements. This effort is led by the Office of Institutional Research in collaboration with the Dean of Enrollment Services, the Assessment Center faculty leader, and faculty from the impacted department.

California is in the process of implementing a common assessment tool for all of its community colleges to use for math, English, and ESL. The College has agreed to be a pilot college in the state's [Common Assessment Initiative](#)⁷⁶ to build a common assessment tool. At present, colleges decide what instrument to use locally and then seek permission from the Chancellor's Office. The hope is that a common assessment will make it possible for students to move more easily from one college to another. While exam scores will be housed in a system through the Chancellor's Office, the cut scores and which portions of the exam to be used will be determined by the local curriculum and validated at each institution based on consequential validity studies. The College will pilot the exam in Fall 2016.

Common Course Assessment Tools

In Fall 2014, English faculty reviewing several years of [data](#) on waiver awards noted a significant bias in the English Common Essay, which is used by English faculty to evaluate the grammar of native speakers.⁷⁷ Eligible Black and Hispanic students were receiving

waivers at lower rates than their white classmates. These findings spurred a sequence of department meetings organized around specific examples of student writing from English 21A and English 1, which were evaluated as a department to strengthen the shared set of values and criteria applied by instructors to their students' writing. In addition, the department convened an Equity Work Group, which produced a refined set of guidelines for granting waivers. A notable outcome of these conversations was the doubling of the number of students waived from English 21A into English 1 in Fall 2015 when compared to the number from Fall 2014.

Plan

Based on an analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress, but it will implement the following plan to address the disproportionate impact of the current Chemistry 10 challenge examination.

Proposed Activities	Responsible Party	Timeline	Outcomes/ Benchmarks for Success
Objective: Eliminate the disproportionate impact of the Chemistry 10 Challenge Exam.			
Conduct validation exercises and determine new cut scores.	Physical Science Faculty Assessment Coordinator	2016-2017	New cut scores eliminate disproportionate impact of current exam.
Consider a summer academy or other interventions.	Physical Science Faculty	2016-2018	Increased number of students who pass the challenge exam and succeed in Chemistry 10.
Consider, if necessary, the adoption of a new exam.	Physical Science Faculty Assessment Coordinator	2017-2018	Possible implementation of a new Chemistry10 Challenge examination.

IIA.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

As outlined in [Administrative Regulation 5360: Carnegie Unit](#),⁷⁸ the College uses the Carnegie System of Units to determine units of credit to be awarded for each course, including courses offered online. The College also follows the Chancellor’s Office [“Standard Formula for Credit Hour Calculations.”](#)⁷⁹ Though the system used to determine units of credit is based upon an 18-week semester, the College uses a compressed semester calendar, with a semester of approximately 17 weeks in length. As such, every 18 hours of lecture per semester (or just over one hour per week in the College’s 17-week semester system) corresponds to one unit of course credit. For laboratory or arranged hours (both of which refer to ways of scheduling activity time as opposed to lecture time), 54 hours of class

time per semester (or just over three hours per week in the 17-week semester) corresponds to one unit of course credit. Examples illustrating how units of credit are calculated from class meeting times are provided in [evidence](#).⁸⁰

SLO mastery ensures that achievement of stated program learning outcomes serves as the basis for awarding degrees and certificates. Every course and every degree or certificate program offered at the College has clearly written and measurable student learning outcomes (SLOs) that are made available to students. Every course is developed with SLOs as a central component of the Course Outline of Record. Course content is designed to ensure that students who successfully complete the course will have developed proficiency in each course-level SLO, and credit is awarded for courses only when the student earns a passing grade. For courses in a student’s area of concentration, the course grade must be a “C” or better. The integration of course content and course SLOs affirms that when students earn credit for a course, the majority of course outcomes have been achieved. Likewise, the achievement of degree- and certificate-level outcomes is reflected in students’ course grades in their area of emphasis.

The College also collects and analyzes SLO assessment data to ensure that the students who earn degrees did indeed master the program outcomes. An example of these data is given below for the Nursing Associate Degree and Certificate of Achievement programs.

SLO Mastery Rates for Nursing Program

ILO	SLO mastery rates in major-related courses that are required for the degree/certificate by ILO		
	Assessments	Mastery	Mastery Rate
Personal Attributes	4,941	4,848	98.1%
Analytic and Communication Skills	8,094	7,962	98.4%
Applied Social Knowledge and Values	1,429	1,414	99.0%
Applied Knowledge and Valuation of the Physical World	39	39	100.0%
Authentic Engagement	2,195	2,146	97.8%
Total	16,698	16,409	98.3%

Analysis

The College has been using the assessment of course-level SLOs representative of the most critical, broad expectations for students in each course, as well as the use of that data for program improvement, for many years. However, the availability of robust data on student mastery of degree and certificate learning outcomes is newer; these data have only been available to programs for the past two years. The results are encouraging, as they indicate a very high outcome mastery rate, as exemplified by Nursing program data.

An area for improvement is in the analysis of the data for the six degree programs the College offers which, because they involve many disciplines, are not housed in any one department. These degrees are the following:

- Liberal Arts – Arts and Humanities
- Liberal Arts – Social and Behavioral Sciences
- General Science
- Environmental Studies
- Environmental Science
- Global Studies

The same degree and certificate outcome data that is available for the other programs is available for these programs. However, the mechanism in place for the thorough analysis of these data is the program review process, which is organized by instructional department. Since no one department “owns” these degrees, their outcomes data are not currently reviewed by faculty in any systematic way. The courses that make up each degree are reviewed annually by the department that offers the course, but the program itself is not reviewed.

Policies and procedures related to the awarding of credit via the Carnegie Unit system are the same for the upper division courses that comprise the Bachelor of Science in Interaction Design as they are for our lower division courses. Student grades in the upper division program are awarded based upon student attainment of the objectives and outcomes for each course. To further ensure that all program level outcomes are also achieved, the college will analyze the performance of its graduates on each program learning outcome using the same methodologies described above for the associates degrees and certificates of achievement.

Plan

Based on an analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress. The College has two planned improvement plans: 1) to develop an effective mechanism to review and act upon the program-level outcomes data for multidisciplinary degrees that are not housed in any one instructional department and 2) to develop a systematic means of ensuring core required courses in each degree or certificate program align with the program’s learning outcomes.

Proposed Activities	Responsible Party	Timeline	Outcomes/ Benchmarks for Success
Objective: Develop an effective program review mechanism to review and act upon program-level outcomes data for multidisciplinary degrees that are not housed in any one instructional department.			
Meet to develop guidelines for multidisciplinary degrees relative to program learning outcomes (PLO).	Program Review, Institutional Effectiveness, and Curriculum Committees	2016-2017	Draft guidelines are approved by Academic Senate.

Proposed Activities	Responsible Party	Timeline	Outcomes/ Benchmarks for Success
Meet with representatives from disciplines represented in multidisciplinary degrees to develop PLOs.	Program Review, Institutional Effectiveness, and Curriculum Committees Institutional Research	2016-2018	PLOs drafted, approved by Program Review, Institutional Effectiveness, and Curriculum Committees, as well as by Academic Senate.
Multidisciplinary degrees prepare program review reports.	Multidisciplinary Programs Program Review Committee	2017-2018	

Proposed Activities	Responsible Party	Timeline	Outcomes/ Benchmarks for Success
Objective: To develop a systematic means of ensuring core required courses in each degree or certificate program align with the program's learning outcomes.			
Rewrite all PLOs in list format.	Discipline faculty	2016-2017	List-formatted PLOs housed in CurricUNET and published in 2017-2018 college catalog.
Create curriculum map templates re-populated with PLOs and Core Courses for each program.	Curriculum Technical Review Team	2016-2017	Curriculum Map Templates distributed to department chairs.
Use curriculum aps to verify alignment of program courses with program outcomes.	Discipline faculty	Ongoing per six-year program review Schedule	Curriculum maps uploaded to CurricUNET by each department's next six-year program review.
Update program curriculum, including curriculum maps, with each six-year program review.	Discipline faculty Program Review Committee Curriculum Committee	Ongoing per six-year program review schedule	All program-required core courses align with program learning outcomes as reflected in six-year program review reports.

IIA.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

In support of Santa Monica College's goal of student transfer to four-year institutions, the college website provides universal access to clear information, including the following:

- [Transfer of coursework](#)⁸¹ to [Santa Monica College](#);
- [Articulation agreements](#),⁸² degree/certificate requirements, and general education requirements;
- [Catalog information](#);⁸³
- [Class schedules](#);⁸⁴
- [Administrative Regulations](#)⁸⁵ series 4100 and 4300 concerning admission, registration, student progress, and graduation; and
- Many other [academic advising resources](#)⁸⁶ relevant to transfer.

College counselors continue to update and utilize a student degree audit program, which checks student transcripts against associate's degrees, Certificates of Achievement, Intersegmental General Education Transfer Curriculum (IGETC), and California State University General Education (CSUGE) requirements and provides information on remaining requirements to be met. The College has integrated its degree audit program with its new student educational plan development tool, MyEdPlan, which was developed by the College's Information Technology Department and recently released to students and counselors. This tool facilitates educational planning by ensuring that each course required for the student's specific educational goal is included in the plan.

Students may also access transfer counseling and articulation information from the Transfer Center. Transfer counselors suggest professional educational plans for specific career goals, provide transcript information, offer IGETC and CSUGE advisement, and clarify associate's degree and Certificate of Achievement requirements. The College's articulation agreements are also available in hardcopy format in all Counseling Department offices. Additional web-based resources for transfer are available through the [Transfer Center website](#).⁸⁷

The College maintains 102 articulation agreements with four-year universities, which include 23 California State University campuses, 10 University of California campuses, 35 California private institutions, 11 online bachelor programs, 7 international universities, and 16 out-of-state institutions. These agreements include major preparation, general education, course-by-course lists, and transferable-course agreements that are available to students online⁸⁸ or through the [Articulation System](#) Stimulating Inter-institutional Student Transfer (ASSIST). ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California.

For continuing students coming from other colleges and universities, it is the College's policy to grant credit for most courses taken at other accredited institutions of higher education. The college catalog includes the [College's policies](#)⁸⁹ with regard to acceptance of credit from other colleges, advanced placement (AP) examinations, College Level Examination Program (CLEP), and military service credit. Counselors and Enrollment Services evaluators, in consultation with the appropriate department chair or faculty leader, review courses when course equivalency is questioned. Students are requested to provide course descriptions, syllabi, and other relevant documents to ensure alignment of learning outcomes. The Articulation Officer maintains complete records for course equivalency, maintained electronically, so that counselors and evaluators can immediately access the evaluation decisions.

To facilitate articulation, the College's Articulation Officer works closely with faculty on proposals for course revisions or new courses. Once a course is determined to be transferrable, the transferability to a CSU is subject to review by the CSU Chancellor's Office. Community college courses that are transferable to all campuses of the University of California (UC) are identified on the UC Transferable Course List.

To facilitate student and faculty understanding of articulation agreements, the Transfer/Counseling Center regularly hosts visits by representatives from regional, national, and international four-year institutions. During their visit, representatives from these institutions are available to answer questions about articulation from students and faculty. Examples of visiting institutions include the following:

- California State University
- University of California
- University of Southern California
- Columbia University
- Cornell University
- Hawaii Pacific University
- Mount Holyoke College
- Middlesex University (England)

The College has also developed a high school articulation process by which incoming students can earn credit by examination for a high school or adult education course or courses, as outlined in [Administrative Regulation 4314.1](#).⁹⁰ These [courses](#) must be deemed comparable to a specific college course by the faculty in the appropriate CTE discipline, using policies and procedures approved by the Curriculum Committee established pursuant to Title 5, section 55002.⁹¹

The College expects that the Interaction Design students will complete their baccalaureate degrees and minimize transfers from the program. The College is also reaching out to its sister community colleges to build articulation agreements that will enable seamless transfer from these institutions into the College's baccalaureate program. In May 2016, the College hosted an IxD Articulation Summit to which graphic design faculty, administrators, and articulation officers from all the other California Community Colleges were invited. The colleges in attendance were given a thorough introduction to the admissions requirements of the IxD program, as well as to both the lower division and upper division curriculum. Robust discussion ensued and the College is excited to have already received its first formal request for articulation of their graphic design associate's degree.

One outcome of the IxD Articulation Summit was the recognition that the College offers more lower division courses in mobile application design and user experience than most other colleges, making it difficult for students at other institutions to achieve the same lower

division preparation. The College is responding by creating online versions of these less common courses so that students at any other college will have similar access.

Analysis

The College offers a comprehensive website, which includes the complete catalog, schedule of classes, and special program information. The course descriptions in the catalog and schedule of classes include accurate transfer information for UC and CSU, as well as IGETC areas and C-ID number. The College now has 87 courses approved via the C-ID process, which facilitates the mobility of students pursuing Associate Degrees for Transfer without penalty. To ensure students have access to current information regarding transfer requirements, the College's Transfer/Counseling Center provides transfer information for public and private institutions located in California, as well as nationwide and internationally. The articulation website lists CSU and UC general education requirements for transfer, the College's articulation agreements, and pre-professional advising and education plan information. The implementation of MyEdPlan will allow students to integrate educational planning with transfer planning and develop a plan to facilitate program completion and/or transfer.

Plan

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

IIA.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Every program offered by Santa Monica College has appropriate learning outcomes that directly support the College's five Institutional Learning Outcomes (ILO). Examination of these outcome statements and the core competencies they encompass demonstrates a direct focus on communication skills, information competency, quantitative abilities, analytic reasoning, ethical reasoning, and global awareness. The table below lists the College's five ILOs and the Core Competencies that comprise each of the ILOs. It also illustrates the alignment of these outcomes with those listed in this standard. Specific examples of program-specific outcomes are also provided.

<p align="center">ACCJC Core Competencies (as outlined above)</p>	<p align="center">Santa Monica College Core Competencies</p>
<p>ILO #1: Santa Monica College students will acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.</p>	
<ul style="list-style-type: none"> • Ethical Reasoning • Program-Specific Learning Outcomes 	<ul style="list-style-type: none"> • Academic Honesty • Self-Discipline • Team Work and Interpersonal Skills • Self-Confidence
<p>Examples from Current Santa Monica College Programs:</p> <ul style="list-style-type: none"> • Upon completion of the program, students will...be equipped with the skills and resources necessary for participation in civic life, including critical evaluation and analysis of policy options, policy development, and effective implementation strategies. (Public Policy) • Students implement...kinesthetic awareness through creative experience in class, learning to communicate through the power of movement, and discovering self-motivation. (Dance) 	
<p>ILO #2: Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.</p>	
<ul style="list-style-type: none"> • Communication Competency • Analytic Inquiry Skills • Information Competency • Program-Specific Learning Outcomes 	<ul style="list-style-type: none"> • Oral and Written Communication Skills • Quantitative Reasoning • Critical Thinking • Information Literacy • Technology Literacy • Content Knowledge • Skills • Aesthetic Engagement
<p>Examples from Current Santa Monica College Programs:</p> <ul style="list-style-type: none"> • Students will demonstrate, through written and oral academic work, critical examination of historical material, including primary sources, attending to such concepts as historical agency, context, perspective, and multi-causation. Students will further demonstrate an understanding of history as a discipline characterized by the application of critical analysis to factual evidence. (History) • Students will demonstrate comprehensive analyses of interior architectural design issues, such as universal design and building codes, identify and apply design principles when solving a spatial design problem, and be able to communicate through visual drawings. (Interior Architectural Design) 	
<p>ILO #3: Respect the inter-relatedness of the global environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.</p>	
<ul style="list-style-type: none"> • Ethical Reasoning • Ability to Engage Diverse Perspectives • Program-Specific Learning Outcomes 	<ul style="list-style-type: none"> • Employs a comparative and/or global perspective • Course material has contemporary significance

<p style="text-align: center;">ACCJC Core Competencies (as outlined above)</p>	<p style="text-align: center;">Santa Monica College Core Competencies</p>
	<ul style="list-style-type: none"> • Applied Learning
<p>Examples from Current Santa Monica College Programs:</p> <ul style="list-style-type: none"> • Students will demonstrate: Recognition of the interrelationship between humans and their physical environment; recognition and appreciation as valid people’s variable language histories and experiences; and the ability to suspend judgment and understand people within the context of their opportunities and challenges. (Anthropology) • Students will be able to...analyze major global challenges from a multi- and interdisciplinary perspective; identify varying worldviews on the same issues, events, and occurrences; differentiate multiple perspectives on globalization and their effects on decision-making and behavior. (Global Studies) 	
<p>ILO #4: Take responsibility for their own impact on the earth by living a sustainable and ethical lifestyle.</p>	
<ul style="list-style-type: none"> • Analytic Inquiry Skills • Ethical Reasoning • Program-Specific Learning Outcomes 	<ul style="list-style-type: none"> • Optimize the use of resources through cost containment and sustainability analysis • Scientific understanding of Earth’s natural systems and cycles • Understanding of human impact on the environment • Conceptual foundations of environmental attitudes, values, and challenges • Applied learning – environmental
<p>Examples from Current Santa Monica College Programs:</p> <ul style="list-style-type: none"> • Students will...suggest efficiency measures and estimate energy consumption in electrical, mechanical, and heat energy units and make recommendations for alternative energy production and storage methods to reduce utility costs and provide sustainable substitutes to fossil fuel energy use and non-renewable resource use. (Energy Efficiency) • Students will demonstrate...a familiarity with both governmental and non-governmental efforts focused on environmental issues...and present a critical analysis of the interplay between natural and social systems, the attitudes and behaviors that impact and affect the environment, and proposed solutions to the myriad environmental challenges facing the world today. (Environmental Science) 	
<p>ILO #5: Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.</p>	
<ul style="list-style-type: none"> • Synthesis of Learning (Standard IIA.5) • Program-Specific Learning Outcomes 	<ul style="list-style-type: none"> • Valuing academic task beyond the task itself • Professional relevance • Interest • Self-efficacy/ Empowerment
<p>Example from Current Santa Monica College Program:</p> <ul style="list-style-type: none"> • Students will demonstrate an appreciation and understanding of art and art history in order 	

ACCJC Core Competencies (as outlined above)	Santa Monica College Core Competencies
to develop creative and critical thinking solutions to various art and art history issues. Students will look at an artistic situation, whether in implementation or analysis, in order to develop and create a strategy for its solution. (Art)	

These institutional learning outcomes are also the College’s General Education Learning Outcomes. That is, a student completing the College’s GE pattern, the CSU GE pattern, or the IGETC pattern will demonstrate competency in all five ILOs. The College also examines student subject-area mastery rates for each of the five ILOs for students earning individual degrees and certificates. A [table](#) is provided in evidence⁹² that shows this type of data tabulated for students earning the Journalism Associate of Science degree in 2013-2014. Data for all degree programs is available on the [Institutional Research website](#).⁹³

Analysis

Santa Monica College is fully engaged in the assessment of student learning outcomes (SLOs) at the course, program, and institutional level. Course and program learning outcomes have been developed and are aligned with Institutional Learning Outcomes so that student achievement of SLOs is a measurement of ILOs. However, an examination of the data for the Journalism program suggests that there are several areas requiring clarification:

- 1) ILO #5, Authentic Engagement, is the newest ILO and is not yet assessed as frequently as the other ILOs.
- 2) All programs assess the five ILOs in the GE courses; however, not all ILOs are relevant to all degree programs. For example, major-related courses in the History Program only map to ILO #2 and #3, but students earning the History Associate in Arts for Transfer (AA-T) degree are assessed in all five ILOs through their GE courses.
- 3) Students receiving certificates of achievement, often in Career Technical Education (CTE) areas, may not be assessed in all ILOs since their focus was in major-related courses. For example, in Cosmetology, where 14 certificates and 10 degrees were awarded, there were 16,354 total assessments in major-related courses but only 664 assessments in GE courses.

SMC’s Bachelor of Science degree requires that students complete the CSU General Education pattern, including nine units of upper division general education courses, and that they fulfill the College’s Global Citizenship requirement as well. Thus, the table above pertains equally well to the baccalaureate degree in that it illustrates how the CSU General Education requirements map to the areas of communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

The College is working with the instructional programs through the program review process to increase the assessment of ILOs, particularly ILO#5, to ensure that all programs assess all

ILOs. This may include the addition or revision of course SLOs so that they more closely align with the ILOs and/or development of measures that more effectively assess these ILOs.

Plan

Based on an analysis of the evidence, the College is meeting this standard and will continue to monitor its progress. However, the College will work to increase the assessment of ILO #5, Authentic Engagement (students will demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom). To this end, the Program Review and Curriculum Committees will develop and incorporate questions into their processes that ensure that core course SLOs are mapped this ILO.

Proposed Activities	Responsible Party	Timeline	Outcomes/ Benchmarks for Success
Objective: The Program Review and Curriculum Committees will develop and incorporate questions into their processes that help departments develop and assess SLOs mapped to ILO #5.			
Program Review and Curriculum Committees edit their processes to include appropriate questions.	Program Review, Curriculum, Institutional Effectiveness, and GRIT committees.	2016-2018	An increase in the number of courses with SLOs mapped to ILO #5.

IIA.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

Santa Monica College offers three general education options for the associate’s degree:

- Santa Monica College’s own GE pattern, outlined below (although this is not an option for students pursuing an Associate’s Degree for Transfer);
- California State Universities’ GE pattern (CSU GE), ideal for students planning to transfer to a CSU campus; or
- Intersegmental GE Transfer Curriculum (IGETC), ideal for students planning to transfer to either the CSU system or the University of California system.

The College’s general education requirements reflect the College’s philosophy statement for the [associate’s degree](#),⁹⁴ as published in the college catalog, which states:

“The general education portion of the Associate degree provides a diverse course of study that helps prepare students for participating in society as independent, educated adults. It directs them to compose a program of courses to develop a variety of important skills. These skills encompass knowledge of the diverse elements of their external and internal realities, and some understanding of their own and other cultural heritages.

Essential skills include writing and speaking for self-expression and effective communication, arithmetic skills as needed for solving the problems of everyday living, and critical thinking.

In addition to these skills, students gain knowledge of both the natural and social sciences, and of the methods of inquiry appropriate to each. Included in this knowledge is an understanding of political organization and of historical perspective; a clearer concept of themselves as physical, emotional, and social beings, and an acquaintance with the effects of technology. Also, students learn to form aesthetic judgments about the artistic achievements of civilization.”

Per these [requirements](#),⁹⁵ students pursuing an associate’s degree from Santa Monica College must complete a minimum of 18 units in the following areas: Natural Science; Social Science; Humanities; Language and Rationality, which includes English and Mathematics; and Global Citizenship.

The college catalog, as well as the schedule of classes, outlines the courses that meet each of these requirements, including online courses. These publications clearly delineate which courses meet IGETC requirements.

The global citizenship requirement, which replaced and encompasses the previous American cultures requirement, has been in effect since Fall 2008. The courses that address this requirement aim to provide an awareness of the diversity of cultures within the United States and/or an appreciation for the interconnectedness of cultures, including the ecological, economic, political, social, and technological systems of the contemporary world. Currently, there are more than 60 courses that have been approved by the Academic Senate Joint Curriculum Committee to fulfill this graduation requirement.

The rationale for general education is communicated through the catalog, degree requirements, and the College's curriculum process. The content and methodology of traditional areas of knowledge in the general education pattern are determined through the rigorous curriculum process. The process begins at the departmental level when a faculty member or members first propose the course. All full-time faculty members in the department vote on a final draft of the course outline and, if applicable, determine which part of the general education pattern the course fulfills. The course also needs to have student learning outcomes that are linked to the Institutional Learning Outcomes (ILO).

Because transfer to a four-year institution is a major part of the College's Mission, guidelines set forth by the University of California (UC) and California State University (CSU) systems play a role in these determinations as well. The Articulation Office advises the Academic Senate Joint Curriculum Committee and helps faculty to find parallel lower division courses at UC, CSU, and other four-year institutions to ensure the course will be transferable and will be approved by other four-year institutions as a general education requirement. If approved, the course is presented to the Academic Senate and then the Board of Trustees for their

review and approval. If the class is also seeking CSU GE or IGETC transferability, it is also submitted to the UC and CSU for approval into the appropriate GE pattern.

Connecting courses to ILOs echoes how the College approaches the development of ILOs. Rather than adopting learning outcomes specific to the GE courses, the College has adopted institutional learning outcomes that are applicable to all courses across the curriculum. This approval ensures that the Institutional Learning Outcomes reflect the experiences of all Santa Monica College students, including those in the noncredit programs and certificate programs, which may or may not require general education.

The following table provides an overview of how the College’s General Education requirements align with the College’s Institutional Learning Outcomes and the Accreditation Eligibility Requirements.

Relationship among Standard IIA.12, Santa Monica College (SMC) Degree Requirements, and Institutional Learning Outcomes (ILOs)

Standard IIA.12	SMC Degree Area
Preparation for and acceptance of responsible participation in civil society.	GE Area V. Global Citizenship – at least one course.
Relevant ILOs	
<ol style="list-style-type: none"> <i>Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.</i> <i>Respect the inter-relatedness of the global environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.</i> <i>Take responsibility for their own impact on the earth by living a sustainable and ethical lifestyle.</i> 	
Skills for lifelong learning and application of learning.	GE Area VI. Area of Emphasis – at least 18 semester units.
Relevant ILO	
Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.	
Broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and the social sciences.	GE Area I. Natural Science - at least 3 semester units. GE Area II. Social Science - at least 6 semester units. GE Area III. Humanities - at least 3 semester units. GE Area IV. Language and rationality – at least 6 semester units.
Relevant ILO	
Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.	

The degree requirements for the IxD Bachelor of Science degree include completion of the CSU General Education pattern, including nine units of upper division general education courses, and fulfillment of the global citizenship requirement as well. All students earning the baccalaureate degree will successfully complete 38 to 41 [General Education courses](#).⁹⁶

Analysis

The College's GE patterns are well-established and published in a number of locations, including the course catalog, counseling offices, areas of study websites, and MyEdPlan. Myriad options enable students to meet any of the three GE patterns while maximizing flexibility. Students may choose from 58 courses in the Natural Sciences, over 100 courses in the Social Sciences, over 170 courses in the Humanities, over 40 courses in Language and Rationality, and over 60 courses that fulfill the Global Citizenship requirement.

After receiving approval to create the College's baccalaureate degree, one of the first tasks undertaken by the Curriculum Committee was to develop a new GE pattern for this degree and for future bachelor's degrees in the event that the opportunity for offering bachelor's degrees is expanded. The process used in the development of this new GE pattern illustrates the extent to which curricular decisions at the College are faculty-driven.

Plan

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

IIA.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Santa Monica College's curriculum process utilizes well-established procedures to ensure that new programs and changes to existing programs include a focused area of study that includes 18 or more semester units as per California Law, [Title 5, section 55063\(a\)](#).⁹⁷ The departments develop and evaluate appropriate degree and certificate learning outcomes for all degrees and certificates offered by the College, which are published in the college catalog.

Development of new degrees involves faculty subject matter experts establishing degree requirements by researching articulation requirements ensuring that the required courses have learning outcomes that meet current standards within the discipline and include mastery of the key theories and practices within the field of study. Once approved by the department, the program is submitted to the Curriculum Committee for further review and approval in accordance with the state Chancellor's Office *Program Course and Approval Handbook*.

Prior to approval by the Curriculum Committee, the Institutional Effectiveness Committee reviews the degree or certificate learning outcomes for relevance and measurability. Finally, the program is reviewed by the Academic Senate and the Board of Trustees, and if no concerns are raised, it is sent to the state Chancellor's office for final approval before it is offered at Santa Monica College.

All the degree and certificate learning outcomes are posted in the college catalog, both in hardcopy and online. As an example, the learning outcomes for the Associate's Degree for Transfer in History are as follows:

“Upon completion of the program, students will demonstrate, through written and oral academic work, critical examination of historical material, including primary sources, attending to such concepts as historical agency, context, perspective, and multi-causation. Students will further demonstrate an understanding of history as a discipline characterized by the application of critical analysis to factual evidence.”

Analysis

Santa Monica College faculty have been analyzing the results of their course level student learning outcome assessments for the past decade. Each department has refined the process to ensure that the data they collect and analyze provide the most relevant and useful information about their courses and their effectiveness in achieving student outcomes. The analysis of program-level outcomes is relatively new, however. Program outcomes assessment results have been provided to departments since 2013 when data for the 2012-2013 graduates were tabulated for the purposes of program review. The results of these analyses are reported via program review and can then be used to inform campus wide planning efforts.

The IxD Bachelor of Science degree requires lower division preparation equivalent to the Associate of Science in Graphic Design with a concentration in User Experience, as well as satisfactory completion of the [upper division courses](#) focused on the Interaction Design major.⁹⁸ The lower division preparation include 40 semester units of graphic design courses, and the upper division include 31 semester units of interaction design, giving a total of 71 units within the major area of inquiry. Each course is designed around key student learning outcomes designed by faculty discipline experts with input from the IxD Advisory Committee.

While direct comparison of the major courses required by the College for its IxD students to those required by California's public universities is not possible since no CSU nor UC campus currently offers a degree in Interaction Design, it should be noted that the course requirements are similar to those of the two private California universities currently offering a similar degree.

Plan

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

IIA.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

All career technical education (CTE) programs at Santa Monica College are subject to the same rigorous curriculum approval and program review process as other degree or certificate programs. In addition, each program must demonstrate a need for the degree or certificate by conducting a convincing labor market analysis using standard labor market data sources. Each CTE program must also have an advisory board composed of representatives from the industry that meets regularly with program faculty to provide input on curriculum and ensure that program requirements and content are current with industry standards.

The College's CTE programs also match faculty expertise with industry expertise. This is also true of the College's new baccalaureate degree: Santa Monica College CTE faculty are, themselves, industry experts and the architects of the degree curriculum. The Design Technology Department, home to the IxD baccalaureate program, has established a robust Advisory Board that meets twice each year and has provided valuable guidance in the development of the Bachelor of Science in Interaction Design. In addition, the degree curriculum includes both an industry-sponsored course in which students work on a real project provided by local industry, and an internship experience with a local employer.

As with other instructional programs, all CTE degree and certificate programs must have well-developed learning outcomes that relate directly to course level learning outcomes. These program outcomes are also developed with input from the relevant advisory board to ensure that they encompass competencies required for employment in the field.

Assessment of the degree or certificate outcomes is accomplished by examining the student mastery rate on the course level SLOs of each required course for the area of emphasis. These data are compiled by the Office of Institutional Research and are made available to instructional faculty annually. These data clearly demonstrate that degree or certificate completers have mastered program learning outcomes. For example, in 2014, 100 percent of students who completed the Solar Photovoltaic Installation Associate Degree or Certificate of Achievement mastered all the course level SLOs for the required courses in their major.

Another clear indicator that the College meets this standard is the high pass rates of students on CTE licensing exams. Five CTE programs culminate with a licensing exam, and pass rates for the last four years are shown in the table below.

Exam	2012	2013	2014	2015
Cosmetology License Exam (Board of Barbering and Cosmetology Exam)	85.8%	86.7%	84.2%	100.0%
Respiratory Therapy License Exam (National Board for Respiratory Care Therapist Multiple Choice Exam)	96.0%	100.0%	100.0%	97.22%
Registered Nursing License Exam* (National Council Licensure Examination)	96.4%	98.2%	87.0%	100.0%
Solar Photovoltaic Professional Certification Exam (North American Board of Certified Energy Practitioners)	Insufficient Data	75.0%	87.5%	92.6%
Certified Public Accountant Licensing Exam ⁹⁹ (National Association of State Boards of Accounting) ²	44.1%	Data Unavailable	Data Unavailable	Data Unavailable

*Data for the Nursing exam are for the academic year ending in June of the year listed above. All others are for the calendar year indicated.

Analysis

Student achievement on licensing examinations is one indicator of the success of the CTE programs in graduating students who demonstrate technical and professional competencies that meet employment standards. In addition to monitoring these licensing exam pass rates, the College also surveys its CTE students to assess their degree of satisfaction with their programs and the preparation that they have received to enter the workforce. In Summer 2010, the Office of Institutional Research distributed the [Completers/Leavers Survey](#)¹⁰⁰ to students who completed CTE degrees (Completers), as well as those who took some courses but did not earn their degrees (Leavers). The purpose was to assess [the impact](#) of the College's CTE programs on student success beyond certificate and degree counts, such as satisfaction with programs and gains in employment, wages, and benefits.¹⁰¹

During the 2015-2016 academic year, the College administered the Career Technical Education Outcomes Survey ([CTEOS](#)),¹⁰² which is based on the Completers/Leavers Survey

² Due to the costs associated with obtaining the CPA results from the National Association of State Boards of Accounting, the Business Department has not procured them since 2012. In that year, the College was ranked number one in terms of number of candidates taking the Certified Public Accountant (CPA) exam among all community colleges in the U. S. and its territories. Also, on average, the College had a higher CPA exam pass rate when compared with all U.S. community colleges and CSU institutions.

and assesses employment outcomes for students who have participated in CTE coursework at the College. The College intends to administer this exam regularly.

Plan

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

IIA.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

The College's Program Discontinuance Policy ([AR 5113](#))¹⁰³ was established following the discontinuance of some instructional programs in 2003 and was revised in 2009 at the onset of the last recession to ensure that if circumstances warranted, the College had a policy in place. According to this policy, when the College eliminates a program, it is to provide one-on-one assistance to students in either finishing the program at Santa Monica College or identifying a means to continue their studies at another institution. As part of this process, in the event a program is eliminated, the College contacts neighboring institutions to facilitate articulation agreements for transfer of entry-level students.

When program requirements change, students have clear catalog rights. Catalog Rights, as outlined in [AR 4351](#),¹⁰⁴ which was updated in Spring 2015, dictate that a student may satisfy the requirements of a degree or certificate by completing the general education and major/area of emphasis requirements in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive fall and spring semesters until completion. As such, program requirements made after the student enrolls are not applicable to the student as long as he/she maintains enrollment.

As an example of the College minimizing disruption for students enrolled in a program that was discontinued, Medical Lab Technician students in the first cohort were able to complete the program, despite the sudden and unexpected resignation of the program director and primary instructor. This occurred because the College hired a temporary director with the skills to ensure students who began the program could complete it successfully. The College is now considering whether this program will remain active or whether the Discontinuance Process should be invoked.

Analysis

The College's Program Discontinuance Policy (AR 5113) outlines counseling and other processes to ensure that students experience a minimum of disruption should program discontinuance occur in the future. When students are affected by the reduction or discontinuation of a program, the appropriate instructional department works closely with the

Counseling Department to provide one-on-one assistance to students in identifying a means to continue their studies at another institution or complete an alternate program at Santa Monica College.

Plan

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

IIA.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The College's program review process facilitates and documents an ongoing process of self-reflection that assesses course and program effectiveness, as well as the currency of instruction that leads to continuous program improvement. Instructional programs must complete an in-depth report every six years; a shorter report covering more limited information is due annually.

Information submitted in both the six-year and annual reports is considered by the Academic Senate Program Review Committee. Annual reports are also reviewed by the area vice presidents, and relevant information is shared with appropriate planning bodies. Through an annual report to DPAC, the Program Review Committee forwards information and makes recommendations that are considered in annual institutional planning processes.

On a six-year cycle, all instructional programs and departments are required to thoroughly examine their curriculum for currency and to document improvements that have been made to courses and programs. Although course revisions take place whenever needed, all courses are reviewed by the Academic Senate Joint Curriculum Committee during the six-year Program Review cycle. In addition, instructional programs document their evaluation of course-level and program-level SLOs for relevance, noting where assessment data and other observations were used to make changes. The institutional SLO process outlines how instructional faculty can revise course-level SLOs, add new ones, or retire ones that are no longer relevant.

Additionally, all programs are asked in the annual and six-year program reviews to document their planning processes and show how learning outcomes, at both the course and program level, have influenced program objectives. Career Technical Education programs are also asked in their annual and six-year reviews to document how their industry advisory boards have influenced their programs' curriculum, including documenting how program faculty

remain current with industry trends through engagement in training and professional development. Both the advisory boards and professional development help to ensure program quality, currency, and relevancy.

As detailed in Standards IIA.4 and IIA.7, every course and program – regardless of whether the courses are community education, CTE, or collegiate or pre-collegiate level, and regardless of delivery mode or location – must document and report their findings to the program review process. Several alternate delivery modes and locations are discussed here:

- **Online and hybrid online/on ground classes:** Online and hybrid courses require additional and sometimes different types of procedures to ensure quality and currency. The Academic Senate Joint Distance Education Committee developed extensive resources for faculty including [FAC101](#),¹⁰⁵ a regularly updated, online course shell that provides online faculty training, serves as an example of how online resources can be harnessed to maximize the success of online students. At the center of [FAC101](#) is the [Checklist for Online Course Review](#),¹⁰⁶ which serves as a method of ensuring the quality of online instruction.
- **Study Abroad:** Study abroad is another mode and alternate location of instruction that has undergone significant change since the last accreditation cycle. The Global Council, a subcommittee of the Academic Senate, and the International Education Office are charged with the organization of these programs. To facilitate program improvement, the Study Abroad program is included as part of the program review of the Office of International Education.
- **Noncredit Courses:** Santa Monica College offers an array of [noncredit courses](#) in English Literacy (EL) and Civics Education, as well as Continuing Education for older adults.¹⁰⁷ These classes are available to students at no cost and are not graded. The instruction is state-funded based on students' positive attendance. After approval by the Academic Senate Joint Curriculum Committee, new noncredit courses are submitted to the California Community Colleges Chancellor's Office for approval. These courses are regularly evaluated through the program review process.
- **Not-for-Credit Courses:** The College's [Community Education Program](#)¹⁰⁸ is a self-sustaining program that offers fee-based, not-for-credit courses that engage the public and encourage lifelong learning. The program ensures that course offerings reflect the needs and interests of the public, and all new courses are vetted through a rigorous proposal process that includes detailed learning outcomes and lesson plans. All Community Education courses are monitored closely by program administrators through course evaluations to ensure program quality and student satisfaction. All Community Education instructors are requested to attend an annual Instructor's Forum and follow the program's Instructor's Handbook, created to ensure all instructors adhere to the highest level of standards and maintain program excellence.
- **High School Initiatives:** Santa Monica College's High School Initiatives offers instruction in non-traditional modes and courses. Comprised of three individual programs, including Dual Enrollment, Young Collegians, and SMC Pledge, this initiative is regularly reviewed through the program review process.
 - [Dual Enrollment](#) is a small program that allows students to enroll in collegiate-level courses at their local high school.¹⁰⁹ The College is currently

- offering dual enrollment courses at Santa Monica High School and Malibu High School, which are located within the College's service district.
- [Young Collegians](#) was designed in conjunction with the Santa Monica-Malibu Unified School District in 2007 to provide college preparation and planning for traditionally underrepresented students from the local school district.¹¹⁰ This program is designed to give students at least 14 units of college credit by the time they graduate from high school, and prepare them to become successful first-time college students.
 - [SMC Pledge](#), which began in 2012, helps graduating high school seniors transition to Santa Monica College.¹¹¹

Analysis

The College offers instruction and programs in a wide variety of areas and delivery modes. Each of these programs, regardless of mode, is carefully scrutinized by the College's program review process, where programs must show how they are continuing to strive for improved student outcomes. Degrees, certificates, and for-credit coursework all undergo the rigorous process of review by the Academic Senate Joint Curriculum Committee.

Programs such as [noncredit English as a Second Language](#), [High School Initiatives](#), [Emeritus College](#), and [Study Abroad](#) provide additional instructional support to targeted groups of students. These programs all undergo careful self-scrutiny as part of the program review process to ensure that they continue to improve student outcomes.¹¹²

Plan

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

EVIDENCE FOR STANDARD IIA

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- 1 IIA1_Curriculum_Committee_functions_website.pdf
 - 2 IIA1_BP_5000_Curriculum.pdf
 - 3 IIA1_Curriculum_Development_Process_webpage.pdf
 - 4 IIA1_SCI10_COR.pdf
 - 5 IIA1_Science_10_Development.pdf
 - 6 IIA1_C-ID.pdf
 - 7 IIA1_Distance_education_review_and_approval_checklist.pdf
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STANDARD IIB: LIBRARY AND LEARNING SUPPORT SERVICES

IIB.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Santa Monica College provides an array of library and learning support services to promote student learning and achievement and assist the College's diverse student population achieve their educational and career goals. In addition to its Library, the College offers discipline-specific tutoring and learning resource centers, Supplemental Instruction, and instructional technology and academic computing services. These services and materials are available to all students, including students enrolled in online classes and students enrolled in the College's new IdX Bachelor of Science program.

Library

The College's Library is committed to providing quality service and an excellent collection of materials to support the Mission and Goals of the College, as well as the educational and research needs of students, staff, faculty, administration, and community users in support of the College's diverse curriculum. As one of the College's most heavily used support services, the Library provides a vibrant learning environment for students, faculty, staff, and the community with seating to accommodate up to 1,300 students in 18 group study rooms, 150 individual study carrels, and a 47-seat computer classroom. The library has 220 student computers that provide convenient access to the online catalog, web-based proprietary databases, internet resources, Microsoft Office, and specialized accessibility software such as ZoomText, Jaws, and Kurzweil.

In addition to in-person access, students, faculty, and other users requesting reference or technical assistance may access library resources through [online chat](#),¹ email, web form, telephone, or embedded chat support within the online databases. Multiple options ensure that all students, regardless of location and mode of instruction, have access to library resources.

The Library provides a rich [array of resources](#)² to support students' study and research endeavors by providing its patrons access to approximately 23,000 electronic books; nearly 50 databases; more than 100,000 books; 19,500 full-text periodicals; 40 print periodical subscriptions; 3,000 videos; and 1,800 items on reserve. Students can search reserve items through the Library's [online catalog](#).³ In addition to the main Library, a

subject-specific collection is housed at the Bundy site to support Health Sciences programs, including Nursing and Respiratory Therapy.

The Library provides use of its automated library software, known as Workflows by Sirsidynix, to the Veterans' Resource Center and the Disabled Students' Programs and Services to facilitate circulation of assistive technology, such as LiveScribe pens and laptop computers. The Library also provides an array of assistive equipment within the Library to support students with disabilities, including video text magnifiers (closed-circuit televisions) and scanners, as well as specialized software, such as Jaws and ZoomText.

The Library staff consists of one administrator, who reports to the Dean of Learning Resources, six full-time librarians, one of which is the Faculty Leader; approximately one full-time equivalent part-time librarian; six full-time classified staff; and three full-time equivalent student assistants. The Library is open six days per week, for a total of 69 hours per week. The reference desk is staffed by librarians who field questions in person, by phone, and online via chat and email. Librarians also conduct orientations for classes and as stand-alone workshops for students seeking information about the Library and its resources.

The Director of Library Services and library faculty members are working with the baccalaureate degree task force and the IxD discipline faculty regarding the library support for the Bachelor of Science program. For example, the Library will renew its subscription to Safari Tech Books online which covers computers and application software including areas relevant to this program and the selection and purchase of materials for the program is well underway.

Tutoring and Learning Resource Centers

To realize its Mission of providing a “learning environment that encourages personal and intellectual exploration, and challenges and supports students in achieving their educational goals,” the College offers numerous learning resource centers to its students. Located on the main campus and at satellite sites, these centers provide a variety of services to students, including one-on-one and small group tutoring in specific disciplines, as well as access to a wide range of supplemental instructional materials, such as science models and tutorial software programs. An overview of the [learning resource centers](#),⁴ including the targeted disciplines, their locations, and the support offered, is provided in evidence.

A concerted effort has been made to track student contact hours with tutors in the labs across campus. Tutoring centers make adjustments as necessary to meet student demand, and faculty use information gathered from the tutoring centers to improve instruction and adjust services to ensure that student needs are fully addressed. For example, in the ESL Department, [data](#)⁵ are collected regarding the topics on which students receive help. The data are then used to inform instruction, curriculum, and workshop planning.

In addition to these learning resource centers, the College offers tutoring and supplemental instructional support services to targeted populations in several [special programs](#).⁶ These

services are provided based on student need and available funding, which is often provided through grants and other third-party funding sources.

Similar support services are provided to online students, although the majority (92.1%) of students taking online classes take a [combination](#)⁷ of online and on-ground classes and therefore have access to [on-campus resources](#).⁸ The College offers online counseling, financial aid, and bookstore services. In Fall 2015, the College began piloting online tutoring (Smarthinking) and is tracking usage data and soliciting [feedback from students](#)⁹ and [faculty](#)¹⁰ to make recommendations for full expansion and improvements based on this information. The program will be used to support all online classes offered via Canvas¹ in Summer 2016 and, if the product is satisfactory, the College plans to provide online tutoring for all students by Fall 2017.

In addition, in 2012, the English Department also developed [English 1E](#)¹¹, a non-credit, free class offered year-round that provides students with the opportunity to submit rough drafts of their assignments in eCompanion to receive timely feedback (usually within 12-14 hours) and suggestions for revision. Students can also participate in weekly online discussions on a variety of topics related to composition, research, and revision. The number of students participating in this program is steadily rising: 30 students in 2012, 203 in 2013, 219 in 2014, and 315 in 2015.

Supplemental Instruction

Modeled after the original program developed by the [University of Missouri, Kansas City](#),¹² Santa Monica College developed its [Supplemental Instruction \(SI\) Program](#)¹³ with support from the U.S. Department of Education Title V Developing Hispanic Serving Institutions Program. Designed to improve student success in pre-collegiate math and English courses, the program provides no cost, out-of-class study sessions for students enrolled in historically challenging courses with high attrition rates, typically 50% or higher. Based on its success, the College has expanded the SI Program to support college-level math courses; science courses in biology, chemistry, and physics; and other disciplines, including accounting, economics, and Spanish.

Instructional Technologies and Academic Computing Resources

To facilitate learning, students are provided with access to computer labs, networked resources, instructional software, and online services. The College provides nearly 1,400 computers for student use, distributed across the main campus and at its satellite sites in computer classrooms and drop-in labs. [Computing labs](#)¹⁴ are open from early morning to late evening (and some on Saturday) to accommodate student schedules.

The College is also expanding its services to provide access to instructional software through virtual computer labs. This allows students to access resources from their own computer equipment at school or at home, 24/7. For example, the College was able to eliminate its

¹ Canvas is the new course management system replacing the College's previous system, eCollege. This migration is currently underway and should be completed by Spring 2017.

Geographic Information Systems lab because students are now able to access the software through a virtualization product called Citrix. In the Modern Languages and Cultures department, the College implemented [SanSpace](#),¹⁵ a virtual language lab, to provide access to College-licensed content to off-site students. Other instructional technology resources include computer network and [email accounts](#)¹⁶ granted to all Santa Monica College students and [wireless access](#)¹⁷ in most locations at all locations.

[Reprographic devices](#)¹⁸ are also widely available for faculty, staff, and student use. Approximately 50 networked printers, one of which is a color printer, are available in different locations, including the Library, to support student needs. In addition, there are 17 third-party, self-serve, pay-for-print copiers for student use.

Academic Computing staff also work closely with staff from Disabled Students Programs and Services to accommodate students with disabilities. [Specific accommodations](#)¹⁹ include software for students with disabilities such as screen readers and screen magnification software.

Technology Training Resources for Faculty and Staff

Training and technical support for faculty and staff in the use of instructional technology is provided through a variety of venues and delivery methods:

- The Faculty & Staff Technology Resources Lab provides one-on-one assistance and small group support in the use of [instructional technology](#).²⁰
- [Lynda.com](#), an online self-paced training system, offers training on a variety of topics.²¹
- The Center for Teaching Excellence offers pedagogy-related workshops, which include [sessions on using technology](#)²² in the classroom.
- Distance Education program staff provide training and support for faculty teaching online through periodic webinars, face-to-face training, and one-on-one assistance.
- A full-time [Alternative Media](#)²³ Specialist works with faculty to prepare accessible versions of videos and other media for students with disabilities.
- The [@ONE Training Center](#)²⁴ for California Community Colleges offers training which is subsidized by the College. The Distance Education department also coordinates trainings exclusive to the College using the @One course structure and teachers.

Analysis

Library

The Library provides sufficient resources in a variety of formats to meet student learning needs, including a large number of electronic books and online periodicals. To assess student satisfaction with these resources, the Library developed an in-house survey that is typically disseminated to Library users annually. The results of the [2014 survey](#)²⁵ indicated that students are satisfied with the Library and its resources. Over 75% of users who responded to the survey indicated they were very satisfied or satisfied with the Library's

online journal collection. Users also indicated overall satisfaction with the Library's book collection and study areas. In Spring 2016, an electronic survey was sent by Institutional Research to a select set of students via email. Since this will be the first time that a Library survey has been disseminated electronically, it is expected that the survey will provide insight about those students who do not use the Library and what services the College can provide that will draw them in. This information will also be helpful in program and space planning.

Throughout the day, the Library is in constant use by students and faculty, with an average weekly gate count of 30,706 visitors and daily visitor counts as high as 13,500. Last year, reference librarians conducted 383 instruction sections (up from 342 the year before) and answered 34,000 reference questions. Results from the pre- and post-orientation quizzes indicate that students are expanding their knowledge base and furthering their understanding of library resources during these one-hour sessions; based on these results, Library staff refine the content to keep it relevant to the needs of students.

Tutoring and Learning Resource Centers

Aware of the importance of tutoring services to student success, the College invests significant human and financial resources in its tutoring program. The College's tutoring programs are comprehensive and accessible, covering almost every academic discipline.

The College has recently begun offering online tutoring, which will further expand student access to tutoring resources and strengthen the College's ability to achieve its Mission. Given that this service is still in its pilot phase, the College has yet to set program benchmarks and first-year process outcomes.

Instructional Technologies and Academic Computing Resources

The College offers extensive information technology and computing resources for its students, faculty, and staff. The quantity and quality of student computer labs and the number of available workstations is sufficient, as are the hours of operation, based on the degree to which students are using these resources. Currently, the College offers approximately 1 computer for every 18 full-time equivalent students, which exceeds the minimum baseline set by the California Community Colleges Chancellor's Office in 2001 of 1 computer for every 20 students. The College recognizes that many students now bring their own computing resources to campus, thus reducing the need for College-owned computers. However, the increase in student technology on campus has required that the College work diligently to [expand wireless coverage](#).²⁶

The hours of operation of the computer labs are flexible and the labs are responsive to the needs of students with disabilities. On-ground labs have been supplemented with virtual labs, increasing the availability of online resources for students when they are off campus.

Supplemental Instruction

The College's SI program has seen significant success. According to a [report](#)²⁷ prepared by the Office of Institutional Research (2014), 66.3% of students who attended the recommended number of SI sessions completed the course as compared to 40.9% of students who did not participate in any SI activities. Even when students had minimal SI participation, they were twice as likely to successfully complete the course as students who did not participate.

Plan

Based on an analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress. Nonetheless, the College will also take steps to expand its offering of online tutoring services as identified in the following action plan.

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective: Expand the availability of online tutoring for all students by June 2017.			
Assess results from Phase 2 of the Smarthinking pilot.	Distance Education Committee	Summer 2016	User satisfaction assessed. Feedback helps determine whether the product is effective and should be considered for full implementation.
Expand the Smarthinking Pilot to 100 sections of online classes offered through the Canvas course management system.	Distance Education Department	Summer 2016	Expanded use will provide needed feedback to assess Smarthinking's effectiveness as an online tutoring tool.
If Smarthinking does not prove to be the best solution, research other providers.	Distance Education Committee Student Instructional Support Committee	Fall 2016- Spring 2017	Alternative providers identified and pilot tested.
Assuming Smarthinking is the preferred vendor, expand online tutoring.	Distance Education Committee Student Instructional Support Committee	Spring 2017	All courses, both online and on-ground, provide online tutoring support.

IIB.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Library

Santa Monica College gathers information about student learning needs and the effectiveness of the Library's collection to meet student learning needs in a variety of ways. At the forefront of these efforts are the College's librarians; along with library classified staff, the librarians are responsible for selecting, cataloging, and maintaining the Library's resources. Materials are selected in a variety of formats to meet student and faculty needs.

The librarians use standard collection development tools such as published reviews, publishers' catalogs, and vendor-supplied collection development resources to ensure the quality and appropriateness of the Library's collection. Librarians solicit input from the instructional faculty on the selection, evaluation, and ongoing de-selection of materials. Faculty may submit library resource requests via the [online materials request](#)²⁸ form or through the librarian liaison serving their department. Librarians also contact faculty directly, particularly as new programs and courses come online or as Library staff become aware of changes in a particular discipline.

The Library keeps abreast of new courses and programs through active participation on the Academic Senate Joint Curriculum Committee of which the Library holds a permanent non-voting membership. This membership helps ensure that the Library has the information it needs to anticipate student and faculty needs and support the curriculum. All new programs and courses undergoing the curriculum process are reviewed by a librarian as a part of the pre-approval stage of the [curriculum development process](#).²⁹ This review ensures that the Library has adequate materials to support the new or revised courses. In addition, the program review process requires all course outlines be updated through the Curriculum Committee at least every six years. This process provides the Library with information about the changes in curriculum that inform its purchasing decisions.

The College is also exploring Open Educational Resources (OER) to reduce the cost of textbooks for students. The Academic Senate established the [Ad Hoc Textbook Adoption Taskforce](#)³⁰ to examine the potential for use of OER material and the College is developing [an application](#)³¹ for funding under the AB 798 Textbook Affordability Grant program.'

Tutoring and Learning Resource Centers

All tutorial software and services provided through these centers are selected by instructional faculty and staff to meet the needs of students in those programs. The centers also solicit input regarding tutoring and learning support resources during meetings of the Academic Senate Joint Curriculum, Distance Education, and Student Instructional Support committees.

The College's [Science Learning Resource Center](#)³² is an example of the positive impact of interdisciplinary and interoffice collaboration on the quality of student learning. The Science Learning Resource Center serves both the Life and Physical Science departments and offers computer resources, as well as discipline-specific learning materials. The departments work with Learning Resource Center staff to purchase bones, microscopes, anatomical models, slides, and molecular models that supplement course content and materials.

Instructional Technologies and Academic Computing Resources

The [Academic Senate Joint Information Services Committee](#),³³ whose members provide technical and faculty expertise, reviews computer hardware and software requests from academic departments, submitted through annual departmental technology plans. The Information Services Committee prioritizes these proposals and forwards recommendations to the [District Planning and Advisory Council's Technology Planning Subcommittee](#)³⁴ for its review. Academic Computing staff are responsible for installing hardware and software upgrades, providing routine maintenance of equipment, and assisting students in the labs.

Analysis

Santa Monica College uses a collaborative management approach that teams content experts (e.g., librarians, instructional faculty, learning resource center managers, tutors, and academic computing specialists) to select and maintain appropriate educational support systems. Whenever possible, these teams consult with other community colleges that are working to achieve the same or similar outcomes. This collaboration ensures that students have access to highly effective learning support materials, including software, that integrate discipline-specific content in such areas as math, modern languages, science, and ESL.

The Library uses several methods to determine its effectiveness in meeting the goal of providing adequate print and electronic resources to students, including periodic student surveys, chat and email, and the ongoing analysis of circulation data. In the 2013-2014 [student survey](#)³⁵ of the Library's services, 76% of students agreed or strongly agreed that the Library was adequate in meeting their needs for print and electronic resources. The recent replacement of all student computers in the Library helped to address a concern expressed by students about the Library's aging computers. Also, the implementation of a computer replacement plan that ensures that all computers on campus are replaced once every seven years will help ensure these issues do not arise again.

Likewise, the effectiveness of the College's computing resources, including both hardware and software, is also assessed based on feedback from students and faculty. This [feedback](#)³⁶ includes a periodic student satisfaction survey of campus computer resources.

Plan

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

IIB.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

All library and learning support services participate in program review, an ongoing process of self-reflection and assessment of program effectiveness. Through program review, library and learning support services complete an in-depth [report](#)³⁷ every six years, complemented by a more progress-focused [annual report](#).³⁸ The Academic Senate Joint Program Review Committee prepares an [executive summary](#)³⁹ for both programs and forwards this information to the District Planning and Advisory Council to aid in institutional planning and decision-making.

Library

The Library course- and program-level student learning outcomes (SLOs) support the College's first two Institutional Learning Outcomes (ILOs) and state that students will:

- *Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.*
- *Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.*

The Library has developed SLOs and assessments for its courses, as well as its one-hour bibliographic instruction sessions. It has also developed program-level outcomes and assessments. These outcomes align with the above-referenced ILOs. The following outlines the current assessment strategies in place for the Library:

- **Library Orientations:** The Library administers [pre-tests](#) and [post-tests](#)⁴⁰ to students who attend the Library orientations. As necessary, based on a review of the results of these assessments, the librarians revise the orientation and/or the assessment tool to ensure the delivery of a well-rounded program that addresses the desired outcomes and the use of an assessment tool that accurately assesses those outcomes.
- **Library Classes:** SLO assessment is ongoing for the Library's classes.
- **Program Learning Outcomes:** Learning outcomes at the unit level are assessed via a specific question on the [user satisfaction survey](#).⁴¹ These surveys are administered to help determine user satisfaction with the Library's services (e.g., reference and circulation desk services), equipment, and collections. Results indicate that students are generally satisfied with the hours of service and resources available to them in

the Library. Comments and suggestions from students are discussed by the librarians at their meetings and are used to institute improvements in areas such as customer service.

Assessment of Tutoring and Learning Resource Centers

The College's Learning Resource Centers and other tutoring offerings, strive to support student success. The Learning Resource Centers measure these services through the attainment of two SLOs: 1) the student will demonstrate improved understanding of the course subject matter and 2) the student will be able to apply new study habits to independent school. These outcome statements were assessed in 2015 through a [student self-report](#),⁴² which is being redesigned to provide better assessment data for program improvement. Faculty also provide feedback and suggestions to learning support staff regarding the need for tutoring in specific subject areas or concepts and requests for updated and/or additional materials to support the curriculum.

The Learning Resource Centers also participate in [annual](#)⁴³ and [six year](#)⁴⁴ comprehensive Program Review efforts. An area that has been raised in multiple program review reports is the decentralized approach to the management of learning support services. While the College's Learning Resource Centers and Supplemental Instruction Program report to the Dean of Library and Learning Resources, other tutoring services are provided through the specific instructional or student services departments. For example, the ESL department maintains its own tutoring services, as do student support programs such as Adelante and Black Collegians. This has resulted in a decentralized approach for the delivery and assessment of learning support services, which has been a topic of concern for the College.

In response to these concerns, the College created the [Academic Senate Joint Student Instructional Support Committee](#)⁴⁵ to assess the [overall effectiveness](#)⁴⁶ of the College's tutoring offerings and develop a plan for improvement as necessary. The committee conducted a campus wide review of tutoring services and determined that the current model does, in fact, meet the needs of students, faculty, and programs. The committee noted that decentralization of tutoring allows for *“strong ties between the tutoring program and the discipline, enhancing communication between tutoring coordinators and faculty, and providing easy access to faculty for both the tutoring coordinators and students using the tutoring center.”* Additionally, autonomy provides the ability for different centers to *“respond quickly to changes in textbooks or other curricular changes”* and the ability to train tutors in a discipline-specific manner. However, the committee also noted that decentralization of tutoring has its limitations, including, for example, concerns about supervision and quality control, duplication of resources and staff, and varying levels of support at different centers.

To ensure service uniformity and quality consistency, while still maintaining a decentralized delivery model, the committee decided that this could be accomplished, in part, by ensuring that all tutors (student tutors, instructional assistants, tutoring coordinators, interested faculty, etc.) have adequate training.

The committee also noted that the current structure hinders the use of a uniform tutoring tracking system. In Fall 2010, the College began a rollout of a basic [tutoring tracking system](#).⁴⁷ Data is collected, indicating the location students visited, the time students entered and exited the center, and the activity students engaged in while at the center. While all of the learning resource centers and tutoring programs under the Library and Learning Resources Department are utilizing this system, a few programs, including ESL and math, have their own, internally developed tutoring applications. The applications in the math and ESL tutoring areas record more robust information and offer other enhancements specific to these programs. For example, the ESL Department's system collects [data](#) about a tutored student's particular area of concern.⁴⁸ The ESL faculty use that information to guide classroom activities, curriculum and course development, and workshop topics. While this is a desired outcome of this tool, the College's Management Information Systems Department has determined that the ESL tutor tracking tool, and others like it, cannot yet be scaled to support all of the learning support services. Based on these ongoing concerns with the current tutor tracking system, the Student Instructional Support Committee will be evaluating other tracking systems that could be implemented for all tutoring and computer laboratory programs at the College.

Instructional Technologies and Academic Computing

As with all other programs at the College, the [Academic Computing Department](#)⁴⁹ participates in the College's [program review](#)⁵⁰ process. Academic Computing staff work closely with subject area faculty to remain responsive to the needs of the programs and students they serve. In addition, there is a [technology plan component](#)⁵¹ in all annual program reviews done by instructional programs as another source of feedback for the Academic Computing program.

Analysis

The College's comprehensive program review process serves as the basis for evaluating and strengthening the College's Library, its learning support services, and its academic computing resources. The Program Review Committee's executive summary for each program offers commendations, provides recommendations for improvement, and notes areas that merit additional institutional support.

Library

The Library conducts annual student surveys that indicate overall satisfaction with its services and resources. In 2014-2015, the Library worked with the Office of Institutional Research to revise the existing student survey so that it could be distributed electronically to a representative sampling of all enrolled students. The previous survey was distributed only to students who had physically visited the Library and did not include students who accessed online library resources. Thus, the [new survey](#),⁵² which was distributed for the first time in 2015-2016, will provide a more comprehensive assessment of student use and satisfaction.

Tutoring and Learning Resource Centers

The College continues to assess the effectiveness of its learning support services, specifically its tutoring and learning resource centers. Despite any real and perceived inefficiencies with the current delivery structure, student data indicate that these services are meeting the needs of students. In 2012-2013, the centers requested that the Office of Institutional Research conduct an [ad hoc study](#)⁵³ of the effectiveness of the centers. This study indicated that female students, Hispanic students, and younger students attended tutoring centers at disproportionately larger numbers. Additionally, the analysis provided some descriptive data that showed that students that attended tutoring centers had higher success and retention rates than students in similar courses that did not attend tutoring. This initial analysis has provided the tutoring centers with a foundation to begin collecting more comprehensive data and initiate a more thorough analysis of the effects of tutoring center attendance.

However, while student impact data indicates that these services are effective, concern remains regarding uniformity across programs. The result of the Student Instructional Support Committee's review of the effectiveness has yielded increased administrative centralization while keeping the physical spaces separate. The College will continue to assess the effectiveness of these services through the work of the upcoming inquiry groups.

Instructional Technologies and Academic Computing Resources

The College distributes an [annual student technology survey](#) to all students to assess student satisfaction with computing resources and identify areas in need of improvement.⁵⁴ Notable results include [feedback from students](#) that they would like faculty to further integrate online resources in their classes, including both online instructional materials and supports, such as e-books and free external content, as well as online delivery tools, including greater use of eCompanion and online audio/visual supports, such as Skype.⁵⁵ To research instructional resources provided to students, the Academic Senate formed an ad hoc [Textbook Adoption Survey Taskforce](#) which surveyed faculty to determine their policies and practices concerning the adoption of textbooks and other resources.⁵⁶

Plan

Based on an analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress. The College has identified the following action plans to improve its tutoring and learning resource services.

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective: Identify and implement the technology solutions that best allow the College to track tutors' and students' activity in all learning resources centers and labs.			
Assess needs of tracking systems across academic support service areas on campus.	Department of Learning Resources (LRC) Student Instructional Support Committee (SISC)	Completed	List of specific capabilities sought in tutor tracking platform.

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective: Identify and implement the technology solutions that best allow the College to track tutors' and students' activity in all learning resources centers and labs.			
Review software platform candidates to determine the best fit for the College's needs.	LRC SISC	Completed	Vetted list of viable learning resource center management software platforms from which to choose best technology.
Pilot test the selected platform (WOnline)	LRC SISC	Summer-Fall 2016	Create WOnline front pages for each service area on campus; pilot test in most appropriate centers.
Assess value of WOnline features and reporting capabilities; Develop enhancements based on feedback.	LRC SISC	Spring 2017	Preliminary qualitative study report on the strengths and weaknesses of main functions of WOnline software.
Establish a framework for replacing tutor tracking and lab-hour tracking system.	LRC Information Technology SISC Academic Affairs	Fall 2017	All labs use a consistent tracking system.

IIB.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Santa Monica College has a long history of providing key services and resources in-house, rather than contracting services to third-party vendors and/or collaborating with other institutions. However, from time to time, products and services become available that are more cost-effective than providing the same or similar service through institutional resources.

Library

The College has a cooperative purchasing agreement with the California Community College Library Consortium that enables the College's Library to provide a depth and variety of electronic resources to students that would not be possible without the cooperative's pricing structure. A major benefit of this statewide program is that it provides the College access to the same databases used by all community colleges, but at no cost.

The Library recently subscribed to QuestionPoint, an online reference service which is offered by the Online Computer Library Center (OCLC), a global library cooperative that provides shared technology services, original research, and community programs for its membership and the library community at large. The QuestionPoint service provides Santa Monica College's students and faculty 24/7 access to reference services provided by librarians around the world who can access the College's databases and online catalog to help Santa Monica College students with their research needs when the Library is closed.

With regard to Library operations, as noted in Standard IIB.1, the Library uses an automated library software known as Workflows by Sirsidynix, to facilitate circulation of library resources. When possible, the Library shares this resource with other programs on campus. This shared usage helps reduce duplication of effort and creates further uniformity and consistency in practice. The Library also has a long-standing agreement with the University of California, Los Angeles (UCLA) that provides students in Santa Monica College's Scholars Program with library cards to access UCLA's Powell Library.

Tutoring and Learning Resource Centers

At this time, the College is contracting with two external vendors to provide its learning support services. For the online tutoring program, the Distance Education Committee evaluated a number of vendors and selected Smarthinking to provide this service.

Instructional Technologies and Academic Computing Resources

The College maintains service agreements for crucial hardware and software systems used by the Library and other learning support services. The College relies on general repair budgets to repair equipment not covered by existing service agreements.

Analysis

Santa Monica College partners with several external vendors to offer its learning support services and has developed formal agreements with these entities to expand and enhance the teaching and learning environment. These resources are heavily used by students and faculty both on and off-campus and are regularly reviewed for their cost effectiveness.

Plan

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

LIST OF EVIDENCE FOR STANDARD IIB

- 1 IIB1_Ask_a_librarian_webpage.pdf
- 2 IIB1_Doing_Research_webpage.pdf
- 3 IIB1_Library_Online_Catalog_webpage.pdf
- 4 IIB1_Learning_Resource_Centers.pdf
- 5 IIB3_ESL_Tutoring_Data_2014-2015.pdf
- 6 IIB1_Support_Services_For_Special_Programs.pdf
- 7 IIB1_Student_Enrollment_Location.pdf
- 8 IIB1_Learning_Resource_Centers.pdf
- 9 IIB1_Student_feedback_SmartThinking_Pilot_DELGEORGE.pdf
- 10 IIB1_Smarthinking_Post_Survey_Faculty.pdf
- 11 IIB1_English1e_course_shell.jpg
- 12 IIB1_Univ_Missouri_Kansas-City_SI_website.pdf
- 13 IIB1_Supplemental_instruction_website.pdf
- 14 IIB1_Computer_Labs_onsite_list_webpage.pdf
- 15 IIB1_Sansspace_instructions.pdf
- 16 IIB1_Student_Email.pdf
- 17 IIB1_Wireless_Internet_Access_webpage.pdf
- 18 IIB1_Student_Print_Services_webpage.pdf
- 19 IIB1_Campus-Wide_Assistive_Technologies_webpage.pdf
- 20 IIB1_Academic_Computing_Resources_webpage.pdf
- 21 IIB1_Technology-Training_webpage.pdf
- 22 IIB1_Technology_and_iPad_Workshops_webpage.pdf
- 23 IIB1_Alternate_Media_webpage.pdf
- 24 IIB1_At_ONE_website.pdf
- 25 IIB1_Library_User_Survey_Results_Spring_2014.pdf
- 26 IIB1_excerpt_IT_6yr_Program_Review_2014-15.pdf
- 27 IIB1_excerpt_Supplemental_Instruction_Research_Brief_2014.pdf
- 28 IIB2_Library_Services_for_Faculty.pdf
- 29 IIB2_The_Curriculum_Development_Process.pdf
- 30 IIB2_OER_Taskforce_report_to_BT_May_2016.pdf
- 31 IIB2_OER_Survey_May_2016.pdf
- 32 IIB2_Science_Learning_Resource_Center.pdf
- 33 IIB2_Information_Services_Committee_webpage.pdf
- 34 IIB2_Technology_Planning_Committee_webpage.pdf
- 35 IIB1_Library_User_Survey_Results_Spring_2014.pdf
- 36 IIB3_excerpt_InfoTech_Program_Review_2014.pdf
- 37 IIB3_Library_6Year_Program_Review_2015-2016.pdf
- 38 IIB3_Library_Program_Review_2014-2015.pdf
- 39 IIB2_Exec_Summary_Library_Program_Review_15-16.pdf
- 40 IIB3_Library_orientation_pre-test_2013-14.pdf
- 41 IIB3_Library_orientation_post-test_2013-14.pdf
- 41 IIB1_Library_User_Survey_Results_Spring_2014.pdf
- 42 IIB3_LRC_2015_Survey_Report.pdf
- 43 IIB3_LRC_2015-16_Annual_Program_Review_Report.pdf
- 44 IIB3_LRC_2010_6-year_Program_Review_Report
- 45 IIB3_Student_Instructional_Support_Committee_webpage.pdf

46	IIB3_Academic_Senate_Tutoring_Joint_Committee_Update_Report_1-2011.pdf
47	IIB3_SISC_Minutes_10-26-2011.pdf
48	IIB3_ESL_Tutoring_Data_2014-2015.pdf
49	IIB3_Academic_Computing_Excerpts_from_IT_Program_Review_2014-15.pdf
50	IIB3_IT_Program_Review_2014-15.pdf
51	IIB3_Excerpt_Annual_Instructional_Program_Review_Forms_2013.pdf
52	IIB3_Library_Student_Survey_2016.pdf
53	IIB3_IR_AdHoc_Studies_for_StudentSupportServices.pdf
54	IIB3_Student_Technology_Survey_2014_Results.pdf
55	IIB3_Course_Materials_Adoption_2015.pdf
56	IIB3_Textbook_Adoption_Survey_Report.pdf

STANDARD IIC: STUDENT SUPPORT SERVICES

IIC.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

The College's Student Services programs, including those offered online, routinely engage in evidence-based program evaluation to assess the degree to which they support student learning and enhance the College's ability to accomplish its Mission. This evaluation leads to ongoing quality improvement that ensures the delivery of impactful support services. Each program has developed student learning outcomes which promote evidence-based policies and practices aligned with the College's Institutional Learning Outcomes.

Each program and service, regardless of location or means of delivery, conducts ongoing self-evaluation through the program review process, which includes a [comprehensive review every six years](#)¹ and an [annual progress update](#).² At the core of this review is the assessment and analysis of student/program learning outcomes and related program objectives. The [program review self-evaluation report](#)³ is guided by specific prompts which were designed to help programs consider internal and external factors impacting their overall effectiveness, identify areas for improvement, and document the basis for program changes. In addition to assessing student and program learning outcomes, programs may also assess their [performance](#)⁴ as it relates to larger institutional initiatives, such as the Basic Skills or Student Equity initiatives in recent years, or the College's Key Indicators for Institutional Effectiveness, including those focused on student persistence, time to completion, certificate/degree attainment, and transfer.

All of the College's essential student support services offer an online component to address the needs of online students, as well as the needs of students who find it difficult to visit campus to access services. These programs are summarized on the [SMCOnline website](#)⁵ and include Admissions and Registration, Advising/Counseling, Financial Aid, and the Bookstore. In addition, students who are considering enrolling in classes online may complete an assessment tool to determine if online learning is suited to them. The College's new online educational planning tool, [MyEdPlan](#)⁶ allows online learners, as well as all other students, the opportunity to develop a dynamic educational plan that is stored electronically and can be revisited at any time. Student support services for online learners are regularly reviewed through the program review process as part of their respective department's program review. Online services have the same student learning outcomes as on-ground services and utilize the same assessment tools.

In addition to collecting and assessing data as part of the program review process, programs may seek additional evaluation assistance from the Office of Institutional Research to conduct both formative and summative evaluation, including evaluation of the direct impact of services on outcomes, student satisfaction with services, and feedback to improve services.

These research projects design studies which involve additional data collection beyond what is regularly collected as part of program review. Examples of these [ad hoc evaluations](#),⁷ summarized in evidence, provide valuable information about student experiences and program effectiveness.

- Impact of [First Year Counseling Services](#)⁸
- Impact of the Enhanced [“Back to Success” Programs \(BTS\)](#)⁹
- Effectiveness of [VIP Welcome Day](#)¹⁰

Regular evaluation of SSSP and Student Equity projects underway at the College will also ensure that the programs developed with this funding respond to the learning needs of students and the Mission of the College. Responding to the guidelines set forth in Senate Bill 860, the Santa Monica College [Student Equity Plan](#)¹¹ Task Force began its work in Spring 2014 to address gaps in student success. The development of this plan served as a means for engaging the broader college community in meaningful dialogue to improve the success rates of the College’s Black and Hispanic students and resulted in two distinct pathways of activity: 1) research and inquiry and 2) intervention and student support. Projects funded under SSSP and Student Equity are required to include anticipated outcomes and methods for evaluation built into the proposal. Evaluation results guide decisions on continued funding, allowing successful projects to be brought to scale to have a broad and significant impact on closing the achievement gap.

Analysis

Santa Monica College offers a wide variety of student support services to meet the needs of a diverse student population and support the College’s Mission. These student support services are offered throughout the College and are delivered in a variety of modalities and formats. These support services are regularly evaluated both through the program review process and through qualitative and quantitative studies designed by the College’s Office of Institutional Research. This ongoing program review is used to promote continuous quality improvement and ensure that each program maintains and enhances its quality, vitality, and responsiveness to student needs. Key to the program review process is the assessment of student learning outcomes and the development of annual and multi-year objectives to help ensure the delivery of high quality services that support students in the achievement of their educational goals.

Plan

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

IIC.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

To achieve its Mission, the College has established as one of its Supporting Goals to provide a supportive learning environment that ensures students have access to comprehensive and innovative student support services to foster student success, such as Admissions and Records, Counseling, Assessment, Outreach, and Financial Aid. Each support service has identified student learning outcomes that align with this goal, as well as the College's Institutional Learning Outcomes, and they are regularly assessed through the program review process.

Santa Monica College's Counseling Department was one of the first student support services to create student learning outcomes (SLOs) and has created department wide SLOs in accordance with departmental goals, which have changed over time based on student assessment data, the needs and concerns of faculty and staff, and external factors. For example, the current department-level SLOs reflect recent mandates from the Student Success Act of 2012 to focus student support services on educational planning:

- **SLO#1:** As a result of participating in a counseling session, students will articulate and prioritize the appropriate coursework needed for the subsequent term according to their stated academic goal.
- **SLO #2:** Using assessment or transcript evaluation results, students will identify their eligibility for, and the proper sequencing of, English/ESL, and math courses leading to their educational goal.

The initiation of [MyEdPlan](#)¹² as the College's new online educational planner has prompted the addition of a third departmental SLO for the Counseling Department, which focuses specifically on the online learning that occurs when students use this counselor-created program:

- **SLO#3:** As a result of utilizing MyEdPlan, students will be able to articulate and prioritize appropriate coursework needed for future terms in order to achieve their stated educational goal.

Students may also request counselors to review their educational plans. If the counselor finds that there are improvements that can be made to a student's online educational plan, the student is e-mailed specific online feedback along with encouragement to see a counselor. If a plan appears to be appropriate, the counselor will approve the plan. Counseling Department SLO #3 was developed specifically to assess the online learning that is taking place when students utilize MyEdPlan. For example, after evaluating 290 plans submitted by Matriculant 1¹ students in Winter 2015, the online counselors found that 86 percent of the students successfully met the standard of SLO#3. In Spring 2015, approximately 82 percent

¹ Matriculant 1: A student who is at the College with the educational goal of degree/certificate or transfer, or is a first-time college student.

of the students who submitted online educational plans successfully met [the standards](#).¹³ Some additional enhancements have subsequently been made to the student version of MyEdPlan to organize and highlight key points of information.

Several special counseling programs, including the Adelante Program/[Latino Center](#), [Black Collegians Program](#), [Career Services Center](#), [Pico Promise](#), and [Welcome Center](#) have established additional SLOs which are unique to their programs and are assessed annually as part of program review.¹⁴

From the beginning, the counseling programs have [assessed SLOs](#)¹⁵ for all students, including online learners, reviewed SLO assessment results, and considered these results in making planning decisions. Typically, the Counseling Department reviews the current student learning outcomes and assessment results from the previous year in the subsequent fall or spring term. For instance, the Black Collegians counseling program reviewed its SLO assessment results at the program retreat in Fall 2014 and used the results to inform the focus and content of student workshop offerings in Spring 2015.

In Fall 2013, to facilitate the tracking and monitoring of SLO data, the Counseling Department worked with the College's Management Information Services Department to develop a centralized reporting system to house the [SLO data](#)¹⁶ for counseling programs. This centralized SLO assessment repository for student support programs was modeled after the repository that is used for instructional SLOs. Existing departmental SLOs are also regularly assessed for online counseling services provided, but in Spring 2016, the online counselors developed an SLO that is distinct for online counseling: "After utilizing online counseling, students will understand how to resolve their question/inquiry." This SLO will be assessed through an online counseling survey.

At the conclusion of Spring 2014, approximately 95 percent of the students assessed through the College's counseling programs successfully met the standards of SLO #1 and SLO #2. For Fall 2014, the percentage of students successfully meeting the standards for SLO #1 and SLO #2 was relatively the same. The Counseling Department continued to collect and assess data for the departmental SLOs and now evaluating the data to determine what changes in the educational planning process might be warranted.

In addition to the Counseling Department, other student service programs have established SLOs (known as "unit outcomes" for programs that do not directly provide instruction or formal learning opportunities) and use the program review process as a means for monitoring program progress and engaging in continuous program improvements. For example, in the Financial Aid Office, SLO data revealed that students needed increased awareness of the financial aid process, as well as greater knowledge of the Satisfactory Academic Progress policy. In part, as a result of this information, the Financial Aid Office acquired a new technological resource – [Banner Financial Aid](#)¹⁷ – which has resulted in program improvements that include increased awareness of the financial aid process and policies, as well as streamlining the [financial aid processing](#)¹⁸ time for many students.

With support from Institutional Research, the Learning Support Services areas also made improvements after SLOs were assessed as part of the 2014-2015 annual program review. For example, the College is implementing a pilot of a tutor tracking program, WConline, to help students more easily schedule tutoring services and also enable student tutors to document their work and interventions with the students. The program will be piloted in Fall 2016. In addition, based on the SLO data, the Dean of Learning Services is completing a thorough assessment of the College's tutoring services and has identified areas of improvement that will be implemented in the coming year.

Program-level data also feeds into institutional efforts to assess the overall effectiveness of the College through its Institutional Learning Outcomes and its Supporting Goals through instruments such as the [Institutional Effectiveness Dashboard](#)¹⁹ – a reporting format created to help the College visually monitor performance on the Key Indicators of Institutional Effectiveness including Freshmen Orientation, Freshman Assessment, Financial Aid, and Student Counseling. Trends are noted and presented to the District Planning and Advisory Council. These discussions often lead to new *Master Plan* objectives designed to improve [student support services and programs](#).²⁰

Analysis

All of the College's student services have created student learning outcomes and are actively engaged in assessing them in an effort to monitor and improve the student learning experience. Institutional Effectiveness data helps to identify trends which often lead to new *Master Plan* objectives designed to improve student support services and programs.

Plan

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

IIC.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The College offers a comprehensive array of student services on its main campus and its five satellite sites. In most instances, students can access these services in person or online. The College's website and related online communications are often the first point of contact for most students and may be accessed by prospective students multiple times before they ever step onto the physical campus. The College makes every effort to ensure that its online communications are accessible to all users. The College also makes a concerted effort to offer appropriate, comprehensive, and reliable services to students who take classes at one of the satellite sites and for students who enroll solely in online courses. This is particularly important since, based on Fall 2014 data, roughly 7.9 percent of the College's students enrolled exclusively in online courses, while an additional 14 percent took a combination of

both online and on-ground classes. While the College's web presence and online offerings help to make access to the College more equitable, the College takes other, proactive steps to ensure that all students have access to college resources.

Outreach and Admissions: The first step in assuring equitable access is through the outreach and admissions processes. The following outlines some of the key activities the College provides to ensure equitable access to all students:

- The College invests heavily in its [Outreach Program](#)²¹ to ensure that all local and regional high school students, regardless of socioeconomic status, have the opportunity to pursue postsecondary education.
- Through partnerships with several local high schools, including Upward Bound and Young Collegians, the College is working with low-income high school students and their families to improve academic performance and prepare for postsecondary education.
- The College attracts students from all over the region, country, and world. In recognition of the many students who are not able to come to campus to access information, the Outreach Office initiated "Skype" appointments through which students and family members can ask [questions about the College](#).²² In addition, the Outreach Office sponsors "Admitted Student Days" and offers campus tours, including [a self-guided tour](#).²³
- The [Admissions application](#) and other forms are now available on the college website.²⁴
- The College has established a testing center in close proximity to the main campus to accommodate large groups of students who need to complete assessment/placement tests.
- To help students enrolled in the College's noncredit ESL program transition to college-level courses, two part-time counseling faculty are assigned to work with the students and conduct in-class workshops and presentations on postsecondary education planning, career options, and student success strategies.

First-Time, Credit Students: Once students commit to attend Santa Monica College, they may access many of the College's essential services and information online.

- All first-time, credential-seeking students must complete an [Online Orientation](#),²⁵ which is available in both English and Spanish and includes a [counseling/advising module](#).²⁶
- After completing the online orientation, students are guided to "Monica," an avatar-driven educational planning advising/counseling session that uses each student's application to provide tailored information on educational requirements and enrollment. Thus equipped with information about the planning process and customized options geared to their specific academic goals, students are then guided to the electronic educational planning tool where they complete their educational plan. The resulting [MyEdPlan](#)²⁷ becomes a permanent part of their student record and can easily be viewed and updated by both the student and counselors.
- An innovative online program, [Prep2Test](#),²⁸ was created by the Assessment Center to raise student awareness of the importance of preparation for the required English/ESL

and mathematics placement tests and thus improve the percentage of students placing into college-level math and English.

- [Corsair Connect](#)²⁹ is the College's student portal, which provides easy access to select enrollment, academic, financial, and support services, as well as news-worthy information. Corsair Connect is also available on a mobile platform.
- The college bookstore offers online listings of required books, which are embedded in the online class schedule and enrollment processes. Textbooks may be ordered online for delivery or in-store pick-up. The College offers a rental book program, which enables students to have access to books at a 40 percent savings. The bookstore has locations at the College's satellite sites.

Ongoing Student Services: Santa Monica College offers comprehensive student support services to ensure that all enrolled students have access to the information they need. Many of these services are available online to address the needs of time- and place-bound students.

1. [Counseling](#)³⁰ is provided at all of these satellite campuses that offer credit courses, thus facilitating access to counseling services.
2. Online counseling is available for all students through the [Counseling website](#),³¹ which is maintained by the Counseling Center staff. A [Cyber Counseling Program](#)³² has been in place to serve students enrolled solely in online courses. A second [online counseling resource](#)³³ allows all students to email questions focused on specific topics.
3. Several individual counseling offices, such as the Veterans Resource Center and the International Education Center, also offer students the opportunity to ask questions online through a web form.
4. The Career Center offers many online tools such as career/major assessment, as well as internship preparation and job searches. In addition, students may ask questions online through a web form. In 2013-2014, the Career Center responded to approximately 100 online career counseling inquiries.
5. With over 110 sections offered annually, the College's second most popular course, Counseling 20, Student Success Seminar, is a 3-unit, UC transferable, first-year experience course for new students. Approximately 20 percent of the sections are taught online, reaching about 700 students per year.

To facilitate access through the delivery of services online, the College provides a number of student support programs that serve specific student populations. While each program provides a set of similar services, each does so in a manner that reflects the specific needs and concerns of the target population. These programs include the following:

- The Veterans Resource Center (VRC) offers, among other services, a family counseling program to help veterans and their families to transition from "boots to books."
- Guardian Scholars serves current and former foster youth. Staff identify a Guardian Scholars liaison in the Financial Aid Office who works specifically with foster youth to help sort out their often complex financial concerns.

- The Adelante Program/Latino Center will serve any student, but it is designed to serve students of Latino heritage. It is one of the few programs on campus which offers services in more than one language, including orientation workshops for non-English speaking family members.
- The Black Collegians Program for African American and other Black students recently celebrated its 25th anniversary and works collaboratively with the nation's historically black colleges and universities to expand transfer opportunities for program participants.
- The Pico Promise, with funding from the City of Santa Monica, provides academic and student support for low-income Santa Monica College students.
- Expanded Opportunities Programs and Services (EOPS) is a well-established, state-funded program that supports nearly 1,000 low-income students each year.

The College also serves over 900 students who meet the [AB540 classification](#),³⁴ exempting them from nonresident tuition and providing access to several [forms of financial aid](#).³⁵ AB540 students are referred to [EOPS or the Adelante Program/Latino Center](#)³⁶ for support services.

Likewise, the [Disabled Students Programs and Services office](#)³⁷ provide services and classes to address the needs and concerns of the disabled student population.

Analysis

The College provides a variety of services offered via different modalities and locations to ensure equitable access to all students. The College's Office of Institutional Research recently administered the Community College Survey of Student Engagement (CCSSE) to assess use of and satisfaction with academic and student support services. CCSSE is a national instrument which measures student engagement through five benchmarks. Results show that services at the College have a large impact on students' sense of engagement, particularly among Hispanic, Black, part-time, and first-time students, who reported feeling greater levels of student support.

The CCSSE was administered to 1,076 students in 46 randomly selected class sections at the College in the Spring 2012 term. The College performed similarly to the overall national CCSSE cohort on all five benchmarks and the findings demonstrate the [effectiveness of the College's services](#)³⁸ in assuring equitable access by providing appropriate, comprehensive, and reliable services to all students. Some highlights include the following:

- Students' perceptions of Support for Learners, which is the CCSSE indicator for access to services, differed by ethnicity (Black and Hispanic students perceived that the College offered greater support for learners than did Asian/Pacific Islander and White students).
- Part-time students were less engaged than their full-time counterparts on the Active & Collaborative Learning, Student Effort, Academic Challenge, and Student-Faculty Interaction benchmarks but not Support for Learners.

- Among first-time freshmen, student engagement did not predict whether the student would persist to the subsequent fall term; however the majority of first-time freshmen (85 percent) did persist.

Additional analysis of data further supports the effectiveness of these services. For example, state law requires that the students develop at minimum a one-semester educational plan in their first semester, and the College's MyEdPlan tool has allowed students to develop and monitor their educational plans online. However, the Counseling Department worked with the Information Technology Department to offer students the capability to complete a more comprehensive plan, an option that the majority of students are exercising: as of Fall 2015, students have completed 45,479 educational plans. Of this number, 13,850 are one-semester plans while 31,096 are comprehensive plans.

With the launch of MyEdPlan and the pending transition in course management systems for the College's Distance Education Program, the Counseling Department has begun the process of redesigning its online counseling services to better accommodate student needs. During the Spring 2016 semester, the Counseling Department formed an Online Counseling Services Task Force to examine the online counseling processes and as, mentioned, developed a new SLO to evaluate them. Based on assessment results, the Task Force will make recommendations to improve and enhance these online counseling services.

Plan

Based on analysis of the evidence, Santa Monica College is meeting this standard and will continue to evaluate the effectiveness of, and implement improvements for, both on-ground and online counseling services based on those evaluations.

IIC.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The College understands the value provided by co-curricular and athletic programs to enhance the overall student experience. As such, these programs support the institution's Mission to promote the development and understanding of the student's relationship to a diverse, social, cultural, political, economic, technological, and natural environment.

Through student-led organizations, internships, and athletic teams, the College provides the structure and support, including financial controls, but allows students to take the lead and drive the co-curricular learning process (ILO #1, Personal Attributes). Through large-scale institutional and cultural events such as Earth Week, Persian New Year, Club Row, and Sukkot, students facilitate the engagement of the entire college community. These events

provide students with the opportunity to connect principles that they are learning in the classroom to the real world environment, which enlivens the curriculum and allows for deeper learning that is relevant and connected to individual experiences (ILO#5, Authentic Engagement).

The following list provides an overview of some of the College's co-curricular activities:

- **The [Associated Students \(AS\)](#)**³⁹ is Santa Monica College's student government, which provides opportunities for students to participate in leadership activities. AS members serve on college wide planning and advisory committees. The Associated Students' budget, expenditure of funds, and investment management fall under the purview of Auxiliary Services, which also provides AS officers training in budget management and fiscal responsibility. **The [Inter-Club Council](#)**⁴⁰ is part of the AS and oversees the nearly 70 [student clubs and organizations on campus](#).⁴¹
- **The [President's Ambassadors](#)**⁴² are students selected by the President's Office to serve as role models of professionalism, hospitality, character, and college pride. President's Ambassadors assist at college functions, give campus tours, and serve as guides for special guests of the College..
- **The [Student Peer Educator Program](#)**⁴³ is a student-driven effort to educate the campus community about mental health and well-being, reducing the stigma of mental illness and increasing awareness of the services provided by the Psychological Services Department.
- **The [Study Abroad Program](#)**⁴⁴ provides students the opportunity to live and learn about a different culture while earning academic credit for courses taught abroad by the College's faculty and participating in service learning projects.
- **The [Internship Program](#)**⁴⁵ provides students the opportunity to gain work experience in areas related to their major or career interest and to connect these experiences with their academic pursuits in the classroom. **The [Dale Ride Internships](#)**⁴⁶ provide students the opportunity to participate in the legislative, political, and administrative processes of governmental or public service agencies, typically in Washington, DC. This program is funded and managed by the Santa Monica College Foundation.
- **Applied/Service Learning** is a form of experiential learning that integrates students' in-class activities with community service experiences.
- **The [Center for Environmental and Urban Studies \(CEUS\)](#)**⁴⁷ serves as the hub for the College's efforts to raise awareness of the environmental concerns facing the college community on a local, regional, and global scale and to educate and prepare students to actively engage in sustainable practices.
- **Santa Monica College Intercollegiate Athletics** provides student athletes with the opportunity to achieve personal excellence in both the academic arena and the athletic field. The department consists of 17 sports teams. The College's Athletics Department is managed by the Division of Student Affairs and is supported by both a District and an Auxiliary Services budget that provides each sport with its own sub-account. These funds are managed by the team coach in consultation with the Athletic Director.

The Athletics Department functions under the standards set forth by the Commission on Athletics (COA), the California Community College's Western States Conference (WSC), and the Southern California Football Association. Additionally, Santa Monica

College Athletics are members of the WSC, California Community College Athletic Association (CCCCAA) and the COA. The Athletics Department adheres to and abides by the written constitution and bylaws of these groups, as well as other outside groups like the NCAA, NAIA, FIFA, and the federal government. Additionally, Santa Monica College is fully compliant with federal and state gender equity laws pertaining to equitable gender participation opportunities.

As discussed in Standard IC.13, in February 2015, the former Athletic Director was made aware of a student ineligibility issue that occurred during the previous year involving the swim and dive team. After a discussion with the College's Senior Management, swift and deliberate action was taken in the form of a "[self-report letter](#)"⁴⁸ from the College Superintendent/President to the Athletics Commissioner documenting the incident and proposing sanctions. This was followed by [two other infractions](#)⁴⁹ which took place in January 2016 and March 2016. These [subsequent violations](#)⁵⁰ have resulted in additional sanctions, including a two-year probationary period for the entire Athletics Program.

In response to these rulings, new efforts are underway to address myriad program issues and include updating the coaches' handbook, holding weekly coaches' meetings, and developing a system of checks and balances to ensure student athlete eligibility.

In addition to these co-curricular offerings, the College is proud of its many programs that enable students to participate in activities that provide hands-on training and/or the opportunity to perform in front of a live audience as well as learn about other cultures. Such programs include the College's award-winning newspaper, the [Corsair](#),⁵¹ and the College's performance co-curricular programs (which include the Theatre Arts Department's productions and [Musical Theatre Workshop](#),⁵² the [Dance Department's ensembles](#),⁵³ and the [Music Department's performance ensembles](#)⁵⁴). These programs are coordinated by the faculty in the department in which they reside, reviewed as part of each department's program review, and are financially self-sustaining through ticket sales and other revenue streams, all of which are managed through the College's Auxiliary Services.

Analysis

In response to the mounting evidence in research literature that suggests the positive impact of co-curricular experiences on students' academic, career, and life goals, the College devotes a significant amount of time, support, and resources to design, develop, and enhance effective co-curricular opportunities for students.

Co-curriculum programs offered for credit, such as Study Abroad, Service Learning, and performance-related productions are evaluated regularly under the corresponding programs' regular program review cycle. Budgets for these programs are developed as part of the College's normal budget planning cycle and are managed through the College's established fiscal policies and procedures. The College exercises fiscal control for co-curricular programs by adhering to college policies and administrative regulations. For example, the Associate Dean of Student Life is responsible for authorizing expenditures and ensuring that

they are tied to the College’s Mission. All requests for expenditures and disbursements are made through the College’s Auxiliary Services, a function which is audited annually.

The College continues to evaluate and expand its co-curricular opportunities. The College also takes responsibility for the unfortunate series of infractions that occurred within the Athletics program and is committed to remedy this situation through ongoing oversight and an institutional commitment to restore the high standards that have historically defined the program. With leadership from the Student Affairs and Enrollment Development divisions, the College is working to implement new policies and practices to prevent future violations, as outlined in its [plan to the CCCAA](#).⁵⁵

Plan

Based on an analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress, specifically its implementation of proposed improvements to the Athletics program.

Proposed Activities	Responsible Parties	Timeline	Evidence/Outcomes/ Benchmarks for Success
Objective: To ensure that violations of the CCCAA Constitution and Bylaws and of other athletic organizations do not occur.			
Update the Athletic Coaches’ Handbook.	Athletic Director	Completed	All personnel will have a written reference that clearly states rules and regulations of eligible athletes, recruitment processes, and other Athletics program matters.
Develop an Eligibility Process Document ⁵⁶	Athletic Director	Completed	All faculty understand the processes to ensure that student athletes are eligible to play on intercollegiate teams.
Develop a Recruiting Plan ⁵⁷	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 coaches submit a monthly recruitment activity log.	Athletic Director	Completed	Log documents and recruitment activities.
Establish monthly “Coaches’ Corner” meetings.	Athletic Director Coaches	2016-2017	Various topics related to maintaining adherence to CCCAA rules and regulations will be discussed and potential issues will be addressed.

IIC.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The Counseling Department provides 22 unique and varied student support services to ensure that students receive timely, useful, and accurate information that are essential to student success. The department is one of the largest on campus, with 45 full-time counselors and 120 part-time counselors² who either counsel, teach counseling courses, or do a combination of both. The [ratio of students to counselors](#)⁵⁸ was 373:1 in 2014 and 361: 1 in 2015. Specialized counseling programs, documented in the [Student Guide to Counseling Services](#),⁵⁹ address the needs of students facing financial and economic barriers; physical and learning disabilities; childcare concerns; licensing regulations; and federal, state, and local program requirements. Additional services or benefits provided to students vary according to the target population and include book vouchers, grants, scholarships, tutoring, priority enrollment, access to specialized courses, and childcare services. Students with disabilities have access to a variety of accommodations provided through the [Disabled Students Programs and Services](#),⁶⁰ where specialized tutoring and other ongoing services are available.

The College provides online and cyber counseling services for students who are taking classes solely online, while also offering limited online counseling services for students who are taking courses on-ground. The delivery of two distinct programs, each coordinated by a different group of counselors, ensures that online students have timely access to the support they need.

Counseling and Academic Advising Programs Support Student Development and Success

One of the strengths of the College's Counseling Department is its ability to anticipate the changing needs of students, identify external factors that will impact services, and respond proactively and in a timely manner so that student success and services are enhanced, not hindered by these changes. In recent years, the College has implemented several new initiatives to support student development and success, as outlined below:

- Educational Plan: The College began to design [MyEdPlan](#)⁶¹ well before the Student Success Act of 2012 mandated that all first-time freshmen develop a first-semester plan. As a result, MyEdPlan was implemented in 2013, just a year after the mandate took effect.
- In 2013, the College's Welcome Center implemented the [First Year Experience \(FYE\)](#)⁶² to provide additional support for first-time freshmen. Participants receive

² Based on Fall 2015 data

targeted counseling, guaranteed access to English and math courses, and other services during their first year.

- The College has developed a number of other programs that target specific populations in an effort to strengthen student development and success, including the following:
 - The [English Academy](#),⁶³ which provides developmental English students with an introduction to college writing, thinking, and research;
 - [VIP Welcome Day](#),⁶⁴ which is for first-time freshmen;
 - [Transitions](#),⁶⁵ sponsored by the Black Collegians Program, which is for Black students who are first-time college students, and
 - [Camino al Exito](#),⁶⁶ sponsored by the Latino Center, which is for Latino students who are first-time college students.

Preparation of Faculty and Other Personnel Responsible for the Advising Function

All counselors hired by the College meet or exceed the minimum qualifications defined by the California Community Colleges Board of Governors and the California Education Code. All new counselors receive the comprehensive [Policies and Procedures Manual](#).⁶⁷ Regular training is provided to the entire counseling staff in conjunction with bi-weekly department meetings, during which counselors are informed of changes to certificate/degree and transfer requirements. Faculty from the academic programs are also invited to the meetings to provide updated information about their departments. Further training on topics that require more in-depth discussion is provided during the fall and spring semester professional development meetings.

Critical to maintaining high quality counseling services is regular evaluation of counseling faculty. To ensure that counselors are evaluated for their knowledge of effective counseling practices, technical skills in the field, and ability to connect with students, the College worked with the Faculty Association to develop unique evaluation [forms for counseling faculty](#).⁶⁸ To train future counselors, the College created [the California Community College Counselor \(4C\) Internship Program](#).⁶⁹ This intensive, unpaid internship program focuses on academic counseling at the community college level and is offered each spring depending on funding.

Orientation of Students and Other Academic Requirements

Information about academic requirements as they relate to graduation and transfer goals is provided to students in a variety of ways, including the following:

- Counseling Appointments are available throughout the year. During the regular semesters, full counseling appointments are available for advanced booking in 22 different counseling units. The Counseling Department is structured to provide maximum accessibility to counselors, particularly during peak enrollment and application season.
- Required Counseling: In order to maintain eligibility, most of the College's specialized student programs require students to meet with a counselor once or twice per semester.

- Online counseling is available for any student, including those who are taking classes on campus and those enrolled in online courses. Cyber counseling is provided to students solely enrolled in distance education courses.
- [Comprehensive Student Educational Plans](#):⁷⁰ The online educational planning tool guides students through the development of an educational plan, highlighting specific academic requirements as they pertain to all students and their selected program of study.
- The [Counseling Department Website](#):⁷¹ is regularly updated to reflect the most current academic requirements and procedures.
- The [Transfer Center and Articulation Website](#)⁷² provides detailed information on requirements for certificates of achievement, associate's degrees, transfer, and existing articulation agreements.
- [Online Early Alert](#)⁷³ enables instructional faculty to identify underperforming students in their classes and alert them to their lack of progress, suggesting courses of action that students may take to improve their class performance. Faculty may also refer students to a counselor who assist students in developing strategies for achieving success.
- Transfer-Focused Activities are integrated into all counseling programs so that students begin preparing for transfer as they enter the College. The department coordinates other activities, including two [college fairs](#)⁷⁴ each semester, attended by more than [150 colleges](#)⁷⁵, and [transfer-focused workshops](#).⁷⁶ The department also coordinates visits by recruiters from California's public and private institutions, as well as out-of-state and international four-year colleges and universities. A [weekly transfer bulletin](#)⁷⁷ is mailed to over 12,000 transfer-ready students to advertise transfer-related events.
- Counseling 20, [Student Success Seminar](#)⁷⁸ focuses on educational planning which helps students chart their academic pathways.

Analysis

The College provides an extensive number of counseling programs to more than adequately support student development and success, including online counseling services. Access to these programs is actively promoted and students are regularly encouraged to participate in counseling – and they do. A study of Fall 2013 first-time freshmen showed that 87 percent received counseling services by the end of their first term. These students were 2.8 and 2.2 times more likely to persist to the subsequent spring and fall terms, respectively. A Spring 2016 follow-up study that examined first-time as well as continuing students revealed that 86.8 percent of all students had at least one counseling contact through a general counseling center, specialized counseling program, enrollment in Counseling 20, or a combination of two or more of these counseling services. This same study also concluded that of the 1,325 students who received an Associate of Arts degree in 2013-2014, all but three students had at least one meeting with a counselor.

The Counseling Department strictly adheres to the state-established minimum qualifications for the discipline. Counseling faculty are thoroughly prepared and continually trained so that the advising function at the College is expertly conducted.

With funding from the [Student Success and Support Program \(SSSP\)](#)⁷⁹, the Counseling Department recently relaunched the 4C Internship Program to help ensure a qualified applicant pool when hiring new full- or part-time faculty. Of the 15 interns who completed the program in 2014-2015, 12 were hired as adjunct counseling faculty.

The College ensures, through copious online and on-ground services, that students have regular, ongoing access to the most up-to-date information related to academic programs of study, and information about transfer fairs, workshops, and representative visits. As a result of these efforts, over 100,000 student counselor contacts are recorded annually. Additionally, well over 4,000 students each year receive information regarding educational planning and academic requirements through the College's Counseling 20, Student Success Seminar, which is the second highest enrolled course each fall semester. These efforts ensure that students receive timely, useful, and accurate guidance about academic requirements and graduation and transfer procedures and policies.

Plan

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

IIC.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

As part of the California Community College system, Santa Monica College has an “open door policy” that allows for anyone over the age of 18 and/or a high school graduate to attend and benefit from the College's programs. The College also provides services for high school students, when appropriate, through the concurrent enrollment and dual enrollment programs.

Consistent with its Mission Statement, the College provides open and affordable access to high-quality associate's degrees and Certificate of Achievement programs and participates in partnerships with other colleges/universities to facilitate access to baccalaureate and higher degrees. College programs and services help students develop the skills needed to succeed in college, prepare for careers and transfer, and nurture a lifetime commitment to learning.

Students are asked in a variety of ways to define their educational and personal goals. In their initial online admissions application, students are asked to select an educational goal (e.g., degree completion, certificate attainment, or transfer (with or without a degree)). They are also asked to indicate their major, if their goal is one of the aforementioned options. After applying for admission, students are asked to complete the online orientation, which outlines information that they will need to successfully matriculate to the College, including the development of their educational plan. As mentioned, the online orientation includes an

interactive online advising session led by “[Monica](#)”,⁸⁰ a computer-generated avatar. “Monica” provides students with an overview of the pre-enrollment process and explains the English/ESL and math assessment results. The tool also outlines the importance of first semester educational planning, explains how to read a class schedule, and shows how to use the College’s student portal, Corsair Connect, to enroll in courses.

Once students have completed the online advising session with “Monica,” they are ready to use [MyEdPlan](#)⁸¹ to create their first semester educational plan. Students may complete more than one plan if they have multiple educational goals and/or are not sure which educational outcome they will ultimately complete. Students are able to access their educational plans at any time and are able to set benchmarks to track their progress for preferred goals.

Counselors use the [Transcript Evaluation Request Log](#)⁸² (a database of prior transcript decisions), course catalogs, and consultations with the Articulation Officer to determine transferability of previous college coursework. Information is entered into the electronic “[Degree Audit](#)” evaluation system,⁸³ which is linked to the MyEdPlan system for accuracy.

The following graphic provides a visual example of how students can track their progress in meeting program and degree requirements, including IGETC, and other degree requirements.

MyEdPlan Benchmarks					
Overall Requirements	Progress	Status	Required	Applied	Still Needed
General Education: IGETC		Incomplete	6 Areas	14 Courses (43 units), 1 Lab, 5 Areas, 3.91 GPA	1 Area
SMC Program: Liberal Arts: Social and Behavior Science (AA)		Incomplete	18 Units from 2 Areas	4 Courses (12 units), 1 Area, 3.91 GPA	6 Units, 1 Area
Global Citizenship		Completed	1 Area	1 Course (3 units), 1 Area, 3.91 GPA	-
Transfer Major: Computer Science (IGETC/CSU GE Limitations)		See Counselor	See ASSIST.org or our Articulation website for details	See Counselor	See Counselor
Required Overall & Electives Units to Complete Goal		Completed	60 AA/AS Applicable Units	71 AA/AS Applicable Units	-

Analysis

The College follows an open door admissions policy that is consistent with its stated Mission. The counseling programs and services emphasize the high priority that the College places on ensuring that students have clear pathways to their educational goals. This emphasis includes an expectation that students will work with a counselor at least once a year to monitor progress toward academic goals and update their plan as necessary. The College has recently implemented an electronic tool that allows students to request an online review of their plan(s). In the short time since the tool was launched, the Counseling Department has received more than [200 requests for an online review](#).⁸⁴

The one exception to this policy is the new baccalaureate degree program in Interaction Design which has an application process. Students who complete an associate of science degree in Graphic Design with the User Experience Design Concentration at Santa Monica College, maintain a 2.8 GPA overall and a 3.0 GPA in Graphic Design classes and meet certain other criteria are automatically qualified for the baccalaureate program. Students entering the Bachelor of Science degree program will meet with an academic counselor who will advise them on required courses, as well as on any additional coursework needed to fill deficiencies in lower division preparation. While the selective admissions process ensures that students have no deficiencies in their major preparation, some may lack components of the CSU GE pattern required for the baccalaureate degree and may therefore need to take an extra course or two. The College's summer and winter intersessions provide an ideal time for students to complete these courses if needed.

MyEdPlan allows students to have multiple goals and assists in tracking the students' overall progress in meeting their desired goals. Currently, the system is not yet integrated with ASSIST, which is California's online student transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. While it is possible to integrate MyEdPlan with ASSIST, the College's Information Technology Department is waiting for the next generation of ASSIST, which is not expected to be released until 2017. Thus, at this time, students need to meet with a counselor to ensure that they are completing the required courses for transfer. When the next version of ASSIST becomes available, the College will link MyEdPlan with ASSIST so that students will be better able to plan for and track their progress toward transfer goals.

Plan

Based on an analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress. The College will eventually link MyEdPlan with ASSIST.

Proposed Activities	Responsible Party	Timeline	Evidence/Outcomes/ Benchmarks for Success
Objective: To develop an interface between MyEdPlan and ASSIST once the new version is released.			
Assess system requirements.	Information Technology	2017-2018	Functional specifications defined.
Develop and implement systems interface.	Information Technology	2017-2018	MyEdPlan communicates with ASSIST. Students have ready access to transfer information.

IIC.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

As an open-access community college, Santa Monica College does not have any admissions testing requirements. The College admits any student who has the capacity and motivation to benefit from higher education, who has earned a high school diploma or its equivalent, or who is at least 18 years of age. The College also admits students interested in participating in its high school concurrent enrollment or dual enrollment programs. These admissions policies and procedures are consistent and in compliance with state and federal regulations, as outlined in California’s Education Code and Code of Regulations, Title 5.

All students who enroll at the College, including online learners, are required to complete English, ESL, and mathematics assessment tests before enrolling in English, ESL, or mathematics classes for the first time or if enrolling in more than six units during their first semester. The College only uses [assessment instruments approved by the California Community Colleges Chancellor’s Office](#).⁸⁵ While the Assessment Center is responsible for administering the assessment tests, formal evaluation of the assessment tools and the College’s validated cut scores are conducted by the Office of Institutional Research (IR) on a six-year cycle. Although the College uses the Chancellor’s approved instruments, IR staff work directly with discipline faculty within [English](#)⁸⁶, [ESL](#)⁸⁷, and [Math](#)⁸⁸ to set and validate cut scores used in placement.

As of May 13, 2016, the College has implemented a new “multiple measures” placement process paralleling the larger effort of the Multiple Measures Assessment Project across California community colleges, following extended discussions among Enrollment Services, Assessment, Counseling, Mathematics, English, ESL, and Institutional Research staff, faculty, and administrators. Of approximately 3,300 students for whom a multiple measures recommendation was generated as of the date of launch, preliminary findings show that 1,172 students were identified for a higher placement level (or course) based on multiple measures. Of these students, 390 (33 percent) qualified for a higher placement in both English and mathematics.

In addition to the “multiple measures” process, the College employs a number of other methods to place students into courses. These include the following:

- Assessment tests with embedded multiple measures items (the traditional approach)
- Completed coursework at other institutions
- Advanced Placement tests scores
- California State University’s Entry Level Math/English Placement Test
- 11th Grade CAASPP (California Assessment of Student Performance and Progress) results for English Language Arts/Literacy (standard met/standard exceeded) and Mathematics (standard exceeded)

Analysis

The Office of Institutional Research, with support from the Assessment Center staff, convenes faculty from the English, ESL, and Math departments; administrators; and students to conduct diverse studies to ensure that placement instruments are appropriate for use with the College’s student population and that no group is negatively impacted. Several studies have been conducted over the last few years to address such issues as content validity, consequential validity, cut score validity, disproportionate impact, and test bias for the math, English, and ESL. This has been accomplished as part of a systematic evaluation process and periodic effort to validate the initial placement processes and adjust them as appropriate and as a means for securing approval for locally managing select instruments.

As one of 12 pilot institutions, the College is preparing to adopt the assessment instruments developed for math, English, and ESL by the state as part of its Common Assessment Initiative. Several faculty, staff, administrators, and a Trustee are part of CAI’s numerous workgroups, including the ESL Workgroup, Technical/Platform Development Workgroup, Multiple Measures Workgroup, Steering Committee, and Vendor Selection Workgroup. The College anticipates that once an instrument and platform have been developed, the College will pilot all instruments created and use data collected to set initial local cut scores.

Plan

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

IIC.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

Santa Monica College maintains student records in full compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974, the California Code of Regulations, and the guidelines outlined in California’s Education Code chapter on Retention and

Destruction of Records. Class 1 records, which are retained permanently, are scanned and indexed into a secure and confidential database only accessible by Admissions and Counseling staff members. This same standard is applied to other student service areas, including Psychological Services, Disabled Students Programs and Services, CalWORKs, the Health Services Center, Student Judicial Affairs, and others. Although hardcopy records have been scanned and indexed for a number of years, they continue to be stored in a fire-proof vault protected by a fire extinguishing system. Microfiche, magnetic tape, CD-ROM, and computer imaging are utilized to ensure that all records are securely backed-up and available for the reconstruction of transcripts. Class 2 and Class 3 records, which are no longer required by Title 5 to be physically retained, are imaged, indexed, and destroyed after the approval of the Board of Trustees and in accordance with state destruction policies to ensure the security of information contained in the records.

The Enrollment Services Division approves access to student data and records to individuals and departments on an as-needed basis as outlined in the College's Administrative Regulation 4135, Compliance with the [Family Educational Rights and Privacy Act \(FERPA\)](#).⁸⁹ Access to levels of student records information is governed by an employee's individual computer access code and is specific to the needs and functions of staff within that area of the College. These codes not only limit access to authorized persons but also leave a record of transactions for audit purposes. Enrollment Services staff who have daily access to student records sign a confidentiality agreement before beginning their employment. Access to more sensitive information requires higher security clearance, which is administered through employees' access codes. When employees separate from the College or are away for extended periods of time (as in the case of limited-term employees), their access codes are suspended or disabled.

Students use a password to gain access to the student portal, Corsair Connect (a self-service system used to enroll, view records, review class schedules, add or drop classes, check fee balances, and look up grades and transcript information). To improve the security of this portal, the College replaced its previous student password standard (date of birth) with a password created by the student, which must meet a specific set of standards. Students also provide responses to a number of security questions as part of the authentication process. If students forget their password, they may reset it by answering the security questions. Passwords are encrypted so that staff members do not have access to student password information.

The College also publishes and follows established policies to govern the release of student records. Students may ask at the time of application or at any time thereafter that their records be confidential. This information is prominently displayed on the student information system as staff retrieve student records. Each semester, the [students' right to privacy information](#)⁹⁰ is published in both the print and online versions of the schedule of classes and annually in the [college catalog](#)⁹¹, as well as on the [Admissions and Records website](#).⁹² The information provided on the Admissions and Records website helps the college community better understand the rules governing student records, security, and policies related to the appropriate release of student information. There is also a FAQ component for parents, faculty, staff, and students. In addition, the College created two

versions of a [FERPA Training and Quiz](#)⁹³ – one for students who are interested in student employment, and one for faculty, staff, and administrators.

Analysis

Santa Monica College has implemented policies and procedures that ensure proper authorization and authentication in the storage and access of student records. The College continues to monitor the effectiveness of its security system and makes changes as needed.

Plan

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

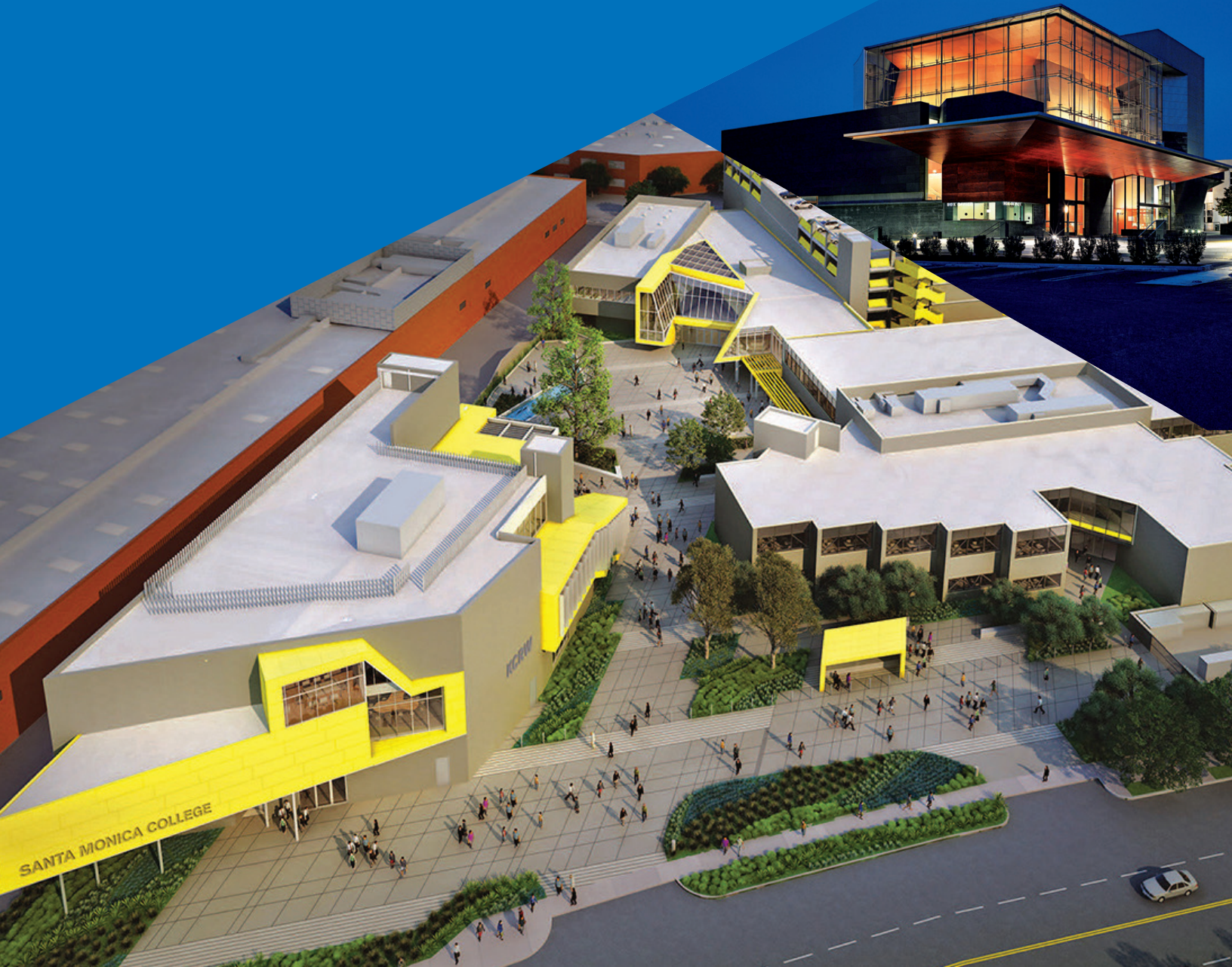
LIST OF EVIDENCE FOR STANDARD IIC

- 1 Evidence IIC1_Example_of_6yr_Program_Review_Counseling_2006-2012.pdf
- 2 IIC1_Example_of_an_Annual_Program_Review_Counseling_2014-15.pdf
- 3 IIC1_Annual_Instructional_Program_Review_Forms_2013.pdf
- 4 IIC1_Counseling_Annual_Program_Review_Data.pdf
- 5 IIC1_SMC_Welcome_webpage.pdf
- 6 IIC1_MyEdPlan.pdf
- 7 IIC1_Inst_Research_AdHoc_Studies_for_StudentSupportServices.pdf
- 8 IIC1_Impact_of_First_Year_Counseling_2014.pdf
- 9 IIC1_IRO_Back_to_Success_program.pdf
- 10 IIC1_VIP_Welcome_Day_Report_1-13-14.pdf
- 11 IIC_Student_Equity_Plan_2014.pdf
- 12 IIC2_Counseling_MyEdplan_screenshots.pdf
- 13 IIC2_Screenshot_CounselingSLO_Repository_Spring_2015.pdf
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38 IIC3_Spring_2014_CCSSE_Report.pdf
39 IIC4_Associated_Students_webpage.pdf
40 IIC4_Inter-Club_Council_webpage.pdf
41 IIC4_ICC_Club_List_Spring_2016.pdf
42 IIC4_Presidents_Ambassadors.pdf
43 IIC4_Student_Peer_Educator_Program.pdf
44 IIC4_Study_Abroad.pdf
45 IIC4_SMC_Internship_Program.pdf
46 IIC4_Dale_Ride_Internship_Program.pdf
47 IIC4_Center_for_Environmental_and_Urban_Studies.pdf
48 IIC4_Athletics_Probation_Self_Report_2015-April.pdf
49 IIC4_Athletics_Probation_Sanctions_2015.pdf
50 IIC4_Letter_to_WSC_Commission.pdf
51 IIC4_The_Corsair_Newspaper.pdf
52 IIC4_TheatreArts_Performance_Opportunities.pdf
53 IIC4_Dance_Department_Performance_Ensembles.pdf
54 IIC4_Music_Department_Performance_Groups.pdf
55 IIC4_SMC_Athletics_Recruiting_Plan.pdf
56 IIC4_SMC_Athletics_Eligibility_Process.pdf
57 IIC4_SMC_Athletics_Recruiting_Plan.pdf
58 IIC5_Excerpt_from_2015_Dashboard_Report.pdf
59 IIC5_Counseling_Policies_Procedures_Manual.pdf
60 IIC5_Guide_to_Accommodating_Students.pdf
61 IIC1_MyEdPlan.pdf
62 IIC5_FYE_Description.pdf
63 IIC5_English-Academy_website.pdf
64 IIC5_VIP_Welcome_Day.pdf
65 IIC5_Transitions_webpage.pdf
66 IIC5_Camino_al_Exito.pdf
67 IIC5_Counseling_Policies_Procedures_Manual.pdf
68 IIC5_Faculty_Observation_form_Counseling.pdf
69 IIC5_4C_Counseling_Internship.pdf
70 IIC5_EdPlan-Step1.pdf
71 IIC3_Counseling_webpage.pdf
72 IIC5_Transfer_Center_and_Services.pdf
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75 IIC5_UC_Transfer_Workshop_Presentation.pdf
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80 IIC3_Ask_Monica.pdf
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82 IIC6_Screenshot_Transcript_Evaluation_Log.pdf
83 IIC6_MyEdPlan_Degree_Audit.jpg
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85 IIC7_CCCCO_Approved_List_of_Assessment_Instruments_11-6-15.pdf
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88 IIC7_Pre_Algebra_Algebra_Validation_Assessment_Spring_2012.pdf
89 IIC8_AR_4135_FERPA.pdf
90 IIC8_Student_Privacy_info_Class_schedule_2015-2016.pdf
91 IIC8_Student_Privacy_Rights_SMCcatalog_15-16.pdf
92 IIC8_FERPA_webpage.pdf
93 IIC8_FERPA_Quiz.pdf
SMC_FERPA_Training.pdf

Standard III: Resources



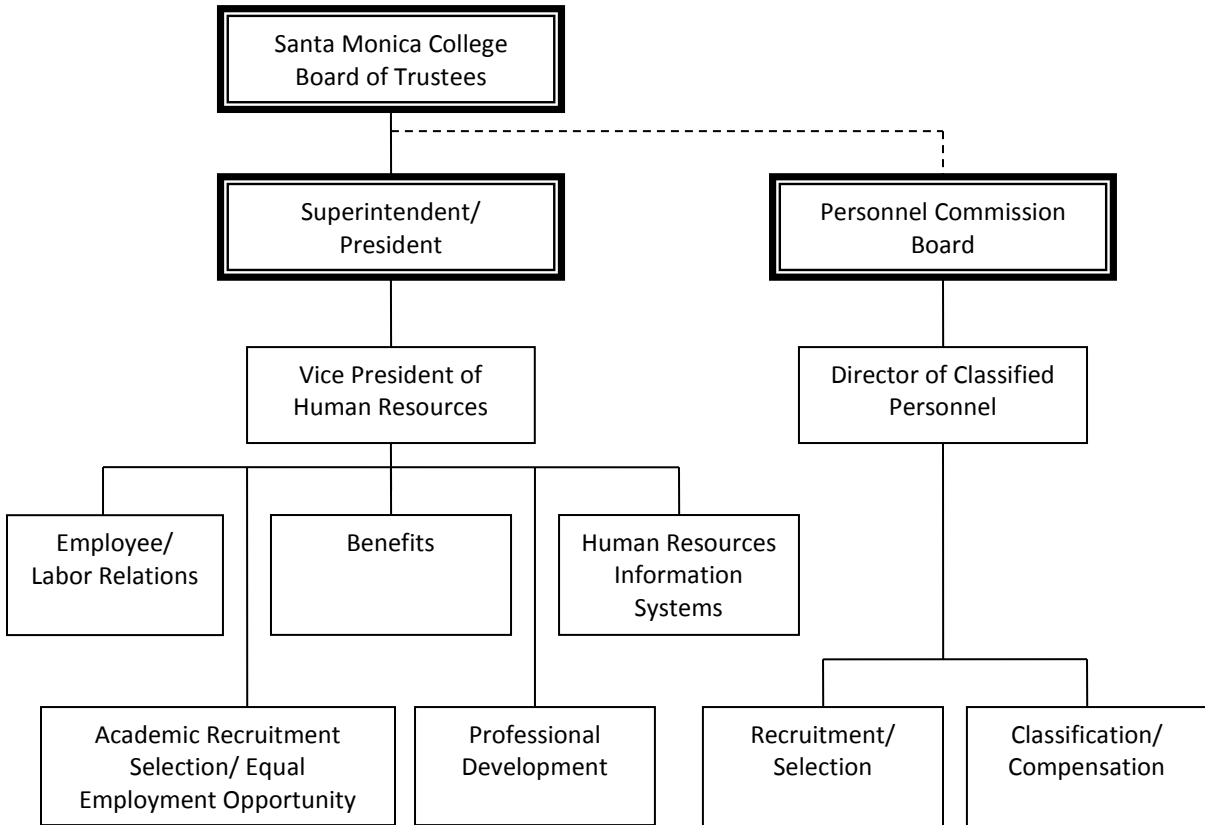
STANDARD IIIA: HUMAN RESOURCES

Introduction

Santa Monica College’s faculty and staff members are the driving force for innovations, activities, and accomplishments that help the College achieve its Mission. The dedication, commitment, and creativity of its human resources allow the College to establish and maintain exceptional programs and services that foster student success.

The Santa Monica Community College District is one of five districts in the California Community Colleges system that has a two-pronged human resources structure, consisting of a District Human Resources Office and a Personnel Commission, as shown below.

Office of Human Resources and the Personnel Commission Office



The [Office of Human Resources](#)¹ is responsible for overseeing the recruitment and hiring of academic personnel (both faculty and academic administrators), benefits, equal employment opportunity, select employment matters, all evaluation processes for management and classified personnel, and professional development of all employees. The Office also has responsibility for labor relations/negotiations and contract administration.

The [Personnel Commission Office](#)² is responsible for implementing the District’s Merit System, which includes a set of [Merit Rules](#)³ that govern the classification, recruitment, and selection of classified employees; promotional opportunities for classified employees; and other matters related to merit and the principle of “like pay for like work.” While Personnel Commission staff are District employees, the office itself is under the purview of the five-member Personnel Commission and is not governed by the District.

The Office of Human Resources and the Personnel Commission Office work as strategic partners to provide comprehensive services; ensure compliance with all federal, state, and local laws related to employment practices; and ensure adherence to the provisions of the District's collective bargaining agreements.

IIIA.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Santa Monica College has a well-defined personnel hiring process that has two equally important goals: 1) to select highly qualified individuals who have the appropriate education, training, and experience to provide and support the College's programs and services and 2) to ensure equal opportunity among all qualified individuals interested in employment at the College. The College's administrative regulations (ARs), specifically [AR 3120, Equal Employment Opportunity Program and Discrimination Complaint Procedure](#),⁴ outline the process by which both goals are achieved. Key to the hiring process for all employee groups is an understanding of each position's minimum qualifications which includes education, and experience requirements, essential functions, duties and responsibilities of the position, and the requisite skills, knowledge and abilities required. Subject matter experts – working with Human Resources personnel for [faculty](#)⁵ and [academic administrator](#)⁶ positions, or Personnel Commission for [classified staff](#)⁷ and [classified administrators](#)⁸ – define these qualifications.

As noted in AR 3120, job descriptions are developed on the basis of analyses that describe essential duties and bona fide minimum job requirements and minimum qualifications for all positions. As part of the job analyses, programs and departments that are seeking new, replacement, or temporary positions use the College's Personnel and [Budget and Augmentation Request \(PBAR\) Form](#)⁹ to document that the requested positions are aligned with the Mission, Goals, and adopted budget of the College. Documentation may include evidence that details program expansion, new program development, and/or identification of new needs that require additional resources. Academic job descriptions also include a requirement that applicants demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, faculty, and staff.

Job announcements are created from position descriptions or classifications. [Faculty](#) and [classified](#) job announcements are publicly posted on the College's website^{10,11} and through advertisements in numerous sources to assist with outreach and development of diverse applicant pools. The Offices of Human Resources and the Personnel Commission monitor their effectiveness in recruiting qualified applicants from diverse backgrounds, making adjustments as necessary. Human Resources and Personnel Commission staff verify the qualifications of applicants and newly hired personnel. They call references including

applicants' current supervisors, scrutinize official transcripts, verify employment histories, and review applicants via online and social media sources.

A standard system for hiring ensures that hiring procedures are consistently applied. For example, when a department chair selects candidates to hire as part-time faculty, the department chair forwards the paperwork to the Dean of Human Resources, who verifies that the candidates meet the minimum qualifications. For full-time faculty positions, all hiring committee members must attend an orientation meeting before participating in the hiring process, and there must be a faculty, non-voting Equal Employment Opportunity (EEO) representative who has undergone EEO training to serve on each hiring committee. During orientation, committee members are given a [hiring packet](#)¹² that details their duties and the policies they must adhere to.

Analysis

The College's commitment to student success is rooted in its practice of hiring administrators, faculty, and staff who are qualified for their positions as demonstrated by their education, training, and experience. The College develops each position with the Mission in mind. Procedures are clearly outlined in the College's administrative regulations and help ensure the hiring of highly qualified employees within an equal employment environment that reflects, to the best extent possible, the diversity of the College's student population and its local community. If a sufficient number of qualified applications are not received during a recruitment process, the College may extend the search or reopen the position at a later time.

Faculty who will teach in the new Bachelor of Science degree program in Interaction Design will be hired via the policies and practices of the College and in compliance with the [minimum qualifications](#) as outlined in the ACCJC policy¹³ enacted in June 2016. The [job descriptions](#)¹⁴ for faculty members teaching in the baccalaureate degree program accurately reflect the duties and responsibilities associated with the position and all faculty teaching in the program have earned Master's degrees in relevant fields.

Plan

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

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Santa Monica College hires both full-time and part-time faculty to meet the instructional and counseling needs of its students.

Full-Time Faculty

At the core of all hiring processes is the development of a position description that clearly outlines the necessary qualifications and the expected responsibilities of the position. In developing minimum qualifications for full-time faculty positions, the College follows California Education Code and AR 3211, Recruitment and Selection – Permanent Personnel. As stated in AR 3211.7, [Equivalency Process](#) for Full-Time Faculty Positions,¹⁵ the required qualifications for all full-time faculty positions must meet or exceed the minimum qualifications set forth for that discipline by the Board of Governors in its *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.

Applicants who do not meet the qualifications outlined in the job description may still apply if they have an appropriate, valid California Community College Credential or meet the equivalency guidelines posted in AR 3211.9, Guidelines for Determining the [Minimum Qualifications](#) for Faculty Positions.¹⁶ The College has outlined guidelines for determining the minimum qualifications both for disciplines requiring and not requiring a master's degree.

While the Board of Governors dictates the minimum qualifications for each of the College's academic disciplines, the instructional department and programs themselves are responsible for developing the job responsibilities, as outlined in AR 3211.1, Procedure for Hiring Full-Time Contract Faculty.¹⁷ Specifically, the Department Chair and/or Faculty Leader or designee, appropriate area Vice President or designee, and representative(s) from the Office of Human Resources work together to develop clear and complete job descriptions and announcements, including all job-related skill requirements and any additional qualifications recommended by the faculty for each position. [Preferred qualifications](#)¹⁸ include experience teaching distance education courses or other unique qualifications desired in ideal candidates.

The job descriptions and announcements for all full-time faculty positions, including responsibilities and tasks, are also guided by [Article 6, Faculty Assignment and Load](#), of the Collective Bargaining Agreement between the College's Faculty Association and the District.¹⁹ Faculty members, particularly those hired to teach, are expected to engage in curriculum development activities and in assessment activities, including "grading student assignments or tests" and other assessment activities at the course, program, and institutional level, including but not limited to "institutional or assignment-based research."

To ensure that applicants selected for an interview have subject matter expertise and requisite skills for the service to be performed (including, as appropriate, experience teaching online), the identified candidates may be required to demonstrate effective teaching through an exercise designed by the committee and deemed appropriate for the discipline which might include grading student essays, or delivering a teaching demonstration during the interview, or conducting a full class session with students.

Questions and scenarios are designed by the committee to ascertain a candidate's knowledge in the field, discipline expertise, and potential to contribute to the Mission and core values of the College. The College's core values include a commitment to diversity, inclusivity, and respect for the inter-relatedness of the global environment, engagement with diverse peoples, and acknowledgement of the significance of daily actions relative to broader issues and events. As such, every committee asks at least one question designed to demonstrate that the

candidate understands diversity concepts and has experience working with a diverse population of students.

Part-Time Faculty

The minimum qualifications for part-time faculty positions are outlined in [AR 3231](#), Equivalency Process for Part-Time Faculty Positions,²⁰ which states that candidates must possess one of the following:

- 1) Minimum qualifications for hire in that discipline as determined by the Board of Governors; or
- 2) Qualifications that are at least equivalent to the minimum qualifications determined by the Board of Governors; or
- 3) An appropriate valid California Community College Credential.

Candidates who feel that they possess qualifications equivalent to those determined by the Board of Governors may also apply using the Equivalency Guidelines included in [AR 3211.9](#).²¹

The process for hiring part-time faculty is described in [AR 3230](#), Recruitment and Selection – Part-Time Hourly Temporary Faculty.²² The need for part-time faculty varies according to student demand and the College's enrollment plans. Part-time faculty applications are submitted through the [job application portal](#) on the Office of Human Resources web page and are accepted on an ongoing basis.²³ As outlined in AR 3230.1, Procedure for Hiring Temporary Faculty, during each academic year, the department chair/faculty leader establishes a selection committee to identify, screen, and interview a pool of potential temporary faculty.

Upon selection of an applicant for a part-time position, the committee forwards the name to the appropriate vice president (e.g., the Vice President of Student Affairs for counselors and athletic coaches and the Vice President of Academic Affairs for instructional faculty and librarians). Human Resources staff review and verify that the candidate's qualifications for the position are met and extend an offer of employment to the candidate selected.

Analysis

The College's administrative regulations clearly outline the process for hiring qualified individuals who have subject matter expertise and requisite skills for full- and part-time faculty positions. These regulations incorporate the Board of Governors' guidelines.

The Office of Human Resources has implemented a process that ensures that the College has documentation of each selected candidate's qualifications prior to the start of each assignment. Qualification information is included in the personnel files. If an individual is hired through an equivalency, the person's file must note which equivalency standard was met and the information that documents that the standard was met.

The new Human Resources online job web page has improved and facilitated the hiring of part-time faculty. Department chairs and faculty leaders are now able to receive a pool of candidates to review and potentially hire throughout the academic year. This has not only streamlined the process, but helped to ensure timely hiring of qualified part-time faculty.

Plan

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

IIIA.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

In setting the qualifications for academic administrators responsible for educational programs and services, the College adheres to the qualifications outlined in California Education Code §53420, [Minimum Qualifications for Educational Administrators](#).²⁴ The Office of Human Resources works with the vice president responsible for the area to which the position is to be assigned to develop a [job description](#)²⁵ that clearly outlines job responsibilities and minimum and [preferred qualifications](#).²⁶ When appropriate, the College will consider both management and non-management experience, including teaching, when hiring academic administrators. Individuals who do not meet the minimum qualifications set forth in the California Education Code may apply if they possess qualifications that are at least equivalent to the minimum qualifications specified by the California Education Code and the Board of Governors.

For other employees responsible for educational programs and services, the [job classifications](#) are developed by the Personnel Commission to reflect the qualifications and experience necessary for the position as indicated by the scope of the assignment and departmental goals.²⁷

Analysis

While Santa Monica College's academic administrators must meet the minimum qualifications set forth in the California Education Code, the College often sets minimum qualifications that exceed those qualifications. Most administrative positions require three to five years of formal training, internship, or leadership experience reasonably related to the assignment, and the individuals often hired to fill these positions have significantly more experience than this.

For positions that require the use of specialized software or programs, the College may include preferred qualifications that indicate prior experience with these tools and/or programs is preferred. However, for positions where few candidates might possess this experience, the College sets aside resources to train new employees as necessary.

Plan

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

IIIA.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

In hiring faculty, administrators, and other employees, the College adheres to California Code of Regulations, specifically Title 5, sections 53400-53430, which state that all faculty, administrators, and other employees working in the community college system must possess degrees and/or credits from accredited institutions ([section 53406](#)²⁸). Depending on the position, either the Office of Human Resources or the Personnel Commission verify that individuals proposed to be hired have earned the required degree(s) for the position and/or discipline; verification includes confirmation of the granting institution's accredited status.

For applicants who have earned degrees outside of the United States, the Offices of Human Resources and the Personnel Commission refer to a credential evaluation service to verify the accreditation status of the institution and show degree equivalency.

Analysis

Employees in positions with degree requirements must have earned their degrees from institutions accredited by recognized U.S. accrediting agencies or that meet U.S. accreditation equivalency standards. The College attracts many candidates for faculty positions that have earned degrees from outside the United States. As such, the College has established procedures to confirm the status of these institutions and credit/degree equivalencies.

At this time, the Personnel Commission Office is working to update all of its class descriptions to indicate that required degrees must be from accredited institutions. Procedures are in place to confirm the accreditation status of all institutions prior to selection and hire.

Plan

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

IIIA.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

As outlined by [Board Policy \(BP\) – Section 3000](#), Human Resources,²⁹ and Administrative Regulation – [Section 3000, Human Resources](#),³⁰ Santa Monica College's Board of Trustees is committed to the evaluation of the performance of all faculty, staff, and administrative personnel employed by the College. There are three distinct evaluation processes that ensure that all personnel are systematically evaluated at stated intervals, outlined below.

Faculty Evaluation: The requirement and procedures for the evaluation of tenured, probationary, temporary contract and hourly faculty are specified in BP 3212, [Evaluation](#),³¹ which states that all faculty are evaluated in accordance with applicable provisions of the [collective bargaining agreement](#)³² and/or consistent with [AR 3212](#)³³ or [AR 3232](#),³⁴ as appropriate.

- [Non-Tenured \(Probationary\) Faculty](#) members follow a four-year process described in AR 3212.1, Procedure for Evaluation – Probationary and Temporary Contract Faculty. The Office of Human Resources maintains an evaluation file that contains all materials used by the evaluation panel to inform its decisions and recommendations, including observation reports, reports of professional development activities, student evaluations, course syllabi, the faculty member’s self-evaluation and plans for improvement.
- [Tenured Faculty](#) members are evaluated every three years by a department chair, faculty leader¹ or designee, and every nine years by a panel.³⁵
- [Part-Time Faculty](#) (including those who teach [noncredit classes](#)) are evaluated at least twice during their first four semesters of employment and then once every four semesters thereafter by the department chair or designee.^{36,37}

For each faculty classification, the College’s evaluation forms clearly outline assessment factors and provide sufficient information to help facilitate the evaluation. There are separate forms for peer observation and faculty professionalism. The [professionalism form](#)³⁸ is notable in that it addresses faculty participation in the development of student learning outcomes and assessments, as well as collegiality, maintaining currency in the field, accessibility to students, participation in department and college activities, and adherence to college and department policies. Additionally, there are four different faculty evaluation forms tailored to evaluating faculty from each area of focus, including 1) [instruction](#);³⁹ 2) [counseling](#);⁴⁰ 3) programs for [disabled students](#);⁴¹ and 4) [library services](#).⁴² These forms provide feedback to the faculty members undergoing evaluation, which serves to help the faculty members improve their performance.

In addition to peer evaluation, faculty are also evaluated by their students. Student evaluations are collected during the semester in which the faculty member is evaluated and forwarded to the faculty member after grades are submitted. This feedback provides a mechanism for faculty to improve their teaching methods in subsequent semesters.

Evaluation of faculty who teach online adhere to the same processes in place to evaluate on-ground faculty. For probationary faculty who are teaching online, the department ensures that at least one member of the evaluation panel is an experienced online educator who observes the probationary faculty member’s online class. Likewise, student evaluations are solicited from both the online and on-ground classes.

Classified Personnel Evaluation: [BP 3310](#), Collective Bargaining Agreement,⁴³ refers to the terms and conditions of employment for classified employees, including the evaluation process, as set forth in Article 4 of the collective bargaining agreement between the District and [California School Employees Association](#) (CSEA) – Chapter 36.⁴⁴ Probationary staff are

¹ At Santa Monica College, some department such as Nursing, Library, and Athletics, are led by a faculty leader or coordinator rather than by a department chair as stated in the collective bargaining contract.

evaluated bi-monthly during their six-month probationary period. Permanent classified employees are evaluated on the anniversary of their hiring date at least once every three years, although supervisory staff are encouraged by Human Resources to evaluate permanent classified employees on an annual basis.

The evaluation process provides a method for measuring employee performance based on the employee's classification standards and requirements as stated in the employee's position description. Formal evaluations are designed to help classified employees achieve and maintain high levels of work performance by encouraging the establishment of mutually agreed-upon goals and objectives for the coming year, thereby setting benchmarks against which the employee's accomplishments can be objectively reviewed. The Office of Human Resources sends reminders to supervisors when classified personnel evaluations are due and holds workshops on effective evaluation techniques.

Administrator and Manager Employee Evaluation: [BP 3435](#), Evaluation,⁴⁵ states that the Superintendent/President is responsible for implementing an evaluation process that ensures continued excellent performance by administrative and management staff. [AR 3420](#), Evaluation Management Personnel,⁴⁶ establishes the procedure for management evaluations.

Each manager is required to complete an annual self-evaluation of his or her performance relative to job responsibilities and agreed upon objectives established with the supervising manager. This evaluation must be considered in the context of how the employee is working to achieve both the Mission and any relevant priorities in the *Master Plan for Education*. The self-evaluation also includes a description of the progress made toward achieving the past year's objectives, identification of new objectives for the coming year, issues impacting performance, and comments pertaining to objectives and outcomes.

At least once every three years, administrative personnel participate in a full performance evaluation. This process includes the annual self-evaluation completed by the employee, and an assessment of performance by the employee's supervisor. As part of this process, any faculty member or other staff member may also provide written comments to an employee's supervisor.

Analysis

All Santa Monica College employees are regularly and systematically evaluated according to administrative regulations and collective bargaining agreements with the relevant bargaining units. To ensure fairness and compliance with all state and federal regulations and college goals, evaluation procedures, defined in ARs, are regularly assessed and improved accordingly.

With regard to the faculty evaluation process, one such improvement is the creation of separate evaluation forms, including professional obligation assessments, for instructional faculty, counseling faculty, faculty librarians, and faculty working in Disabled Students Programs and Services. The College recognized that one form was not able to address the intricacies of each of these positions. As the College was developing these forms, it considered the possibility of creating a different evaluation form for faculty teaching noncredit courses. However, the College determined that the evaluation form used to assess for-credit instructional faculty is equally effective in the evaluation of noncredit faculty, but the College developed a separate process for [evaluating faculty who teach in the Emeritus](#)

College.⁴⁷ Since there are no full-time faculty working with Emeritus, the lead administrator must play a more active role in evaluation. The Office of Human Resources has updated its manual to include an evaluation checklist to ensure that faculty submit all required documents on time and offered multiple orientation sessions to review the evaluation process with evaluators.

The evaluation process for administrative/management personnel which – includes classified managers, academic administrators and confidential employees who are not represented by a bargaining unit – was updated to achieve more uniformity and consistency with employee groups who have evaluation processes defined in their respective bargaining agreements. These revisions align all of the College’s employee evaluation processes so that all permanent personnel are evaluated at least once every three years.

As the College implements these updates, it will assess the personnel evaluation process of each employee group and make revisions as necessary to strengthen the process.

Plan

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

IIIA.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

Established performance evaluation procedures for faculty, academic administrators, and other personnel directly responsible for student learning require that evaluators consider how employees use the results of assessments of learning outcomes to improve teaching and learning. This is a critical component of the College’s commitment to use the results of outcome assessments to improve teaching and learning at the course, program, and institutional level. To ensure that outcomes assessment are included in departmental planning and program review processes, department chairs and program managers work with faculty and staff in their areas to create, assess, and discuss student and program learning outcomes. For example, in response to the low success rates in the ESL intermediate level writing courses (ESL 21A/B), the ESL Department worked during 2014-2015 to revise curriculum, select new textbooks, and develop course materials. Participation in these discussions and follow-up actions then become an evaluation factor for individual faculty, administrators, and other staff.

The College acts to ensure that faculty collect and enter student learning outcome (SLO) data in the online SLO portal. The College encourages robust collection and reporting of SLO data rather than evaluating individual faculty members in terms of their individual outcomes results. For this reason, faculty members have no reason to inflate or misrepresent the data; thus, the District uses the entirety of the captured SLO data in its institutional effectiveness processes, and the SLO portal also allows for disaggregation of the data in terms of student demographics. While the College does not use SLO assessment results to evaluate faculty, department chairs encourage faculty to address this subject in their self-evaluations.

Faculty

The College assesses the degree to which faculty use SLO assessments to improve teaching and learning through the [evaluation process](#).⁴⁸ Faculty who will be evaluated are [asked](#)⁴⁹ to write a [self-evaluation](#)⁵⁰ and reflect on their plans for improvement, including in the area of “Data gathered from students such as SLO outcomes.” As part of the [self-evaluation](#),⁵¹ faculty document the degree to which they are carrying out the activities listed in the job description by using the self-evaluation guidelines included [in Appendix J](#)⁵² of the collective bargaining agreement. Second, the [evaluation process](#)⁵³ requires that the department chair or faculty leader complete a [professionalism form](#)⁵⁴ as part of the faculty member’s evaluation file. This form, presented in [Appendix S](#)⁵⁵ of the 2013-2016 contract, includes the following criterion for evaluation: “Participates at the appropriate level in creation, assessment, and/or discussion of SLOs.” The professionalism form clearly outlines that the creation and assessment of student learning outcomes, as well as follow-up collegial discussion about them, are essential activities for the faculty. Both the self-evaluation and the professionalism form are reviewed by the [evaluation panel](#),⁵⁶ discussed with the evaluatee, and used to make recommendations for improvement, including participation in professional development and/or department activities.

Academic Administrators

The [evaluation process](#)⁵⁷ for academic [administrators and managers](#)⁵⁸ requires that administrators who are responsible for using student learning outcomes to improve teaching and learning provide an annual self-evaluation of their performance in fulfilling this assigned duty and/or responsibility. The self-evaluation form for administrators, managers, and supervisors serves as the means by which this information is monitored and recorded in the evaluation file. Administrators who are responsible for programs related to student learning also document their program’s assessment efforts in their programs’ annual and six year Program Review reports.

Other Personnel Directly Responsible for Student Learning

[Article 4](#) of the Agreement between Santa Monica Community College District and California School Employees Association – Chapter 36 governs the evaluation of classified employees.⁵⁹ The evaluation process allows for, but does not require, that supervisors evaluate staff who are responsible for SLOs regarding the degree to which they use assessments of SLOs to improve teaching or student learning. This issue is negotiable and will be discussed between the District and the CSEA. The College is working to strengthen the existing evaluation process so that staff who are responsible for SLOs are more regularly and consistently assessed as to how they are doing this.

Classified staff are not directly responsible for course SLO achievement. However, some employees, such as instructional assistants, work directly with students to improve their skills in specific areas. These employees do monitor learning achievement through their interaction with students. For these staff members, supervisors may use the comments and objectives sections of the classified evaluation form to reflect on the achievement of SLOs and how the employee is working to support this achievement. As needed, this reflection may lead to implementation of new work practices or recommendations for training.

In addition, the Academic Affairs office has tasked appropriate departments with identifying a few faculty members who will meet with the department's instructional assistants and other staff who are responsible for SLOs to review the SLO assessment results with them. Faculty and staff discuss areas in which students are struggling in particular classes and then work together with the College's Student and Instructional Support Office, which oversees the tutoring and Learning Resource Centers, to develop ways in which the work in the labs can better support student learning and improve SLO achievement. These meetings of faculty and staff occur at least once a year as part of the program review process to ensure that all of the instructional and student support components are working together for the benefit of student achievement.

Analysis

Santa Monica College's evaluation processes for faculty, academic administrators, and other personnel responsible for student learning requires that individuals undergoing evaluation must outline actions that they have taken to create, assess, and discuss SLOs. The creation and assessment of SLOs helps to ensure that the tools are in place to effectively measure student learning and achievement, while the discussion ensures that the results of these student learning assessments are used to improve student learning. These discussions occur throughout the year and culminate in the completion of annual program review reports that feed into a comprehensive six-year program review report. All faculty, staff, and management members are expected to participate in this process. As such, the College continues to evaluate the best process for fostering and assessing this involvement.

Plan

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

IIIA.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

Santa Monica College maintains a sufficient number of qualified faculty to fulfill faculty responsibilities essential to delivering educational programs and services that achieve the institutional Mission and purpose. While the College consistently exceeds the California Community Colleges Full-Time Faculty Obligation, as shown in the chart below, increasing the percent of full-time faculty is a Board of Trustees goal, and development of a specific plan to do so is a 2015-2016 [Master Plan for Education objective](#).⁶⁰ In response to this objective, a task force was formed to develop a plan which was presented at the February 24, [2016 District Planning and Advisory Council \(DPAC\) meeting](#).⁶¹ This resulted in a recommendation from DPAC to the Superintendent/President that the College pursue an annual five percent increase in the number of full-time faculty, thus attaining a 60 percent increase in five years. The Superintendent/President is considering this recommendation but has not yet reached a decision, due to the dynamic budget situation. However, during the

2015-2016 hiring cycle, in cases when it was sensible to do so, the Superintendent/President hired more full-time faculty than what had been originally anticipated and announced.

Faculty Status	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	#	%	#	%	#	%	#	%	#	%	#	%
Full-Time	320	49	325	48	332	48	330	47	326	45	354	47
Part-Time	338	51	346	52	359	52	370	53	396	55	396	53
Total FTEF	658	100.0	671	100.0	691	100.0	700	100.0	722	100.0	750	100.0
FON	237.4		237.4		252.4		244.4		255.4		262.4	

Source: California Community Colleges, [Full Time Faculty Obligation Report](#)⁶²

Multiple processes are used to determine appropriate staffing levels for each program and service. The [program review process](#) includes a prompt asking programs to identify staffing and this documentation is used when classified staffing requests are submitted to the College’s senior administration for approval.⁶³ For faculty positions, the College has a well-defined process, described in Standard IIA, for ranking the full-time faculty positions that will be hired in the following year. This process begins with the New Faculty Ranking Committee assessing the programs’ requests in light of Program Review data, enrollment data and trends, and proposals submitted by each department seeking to hire fulltime faculty. The list is submitted to the Superintendent/President for final consideration.⁶⁴

The Office of Distance Education and its staff are assigned to supporting Distance Education students and faculty. Staff members are available to help faculty manage their courses, develop online content, and assist students. The migration from eCollege – the online course management system used by the College for over 20 years – to Instructure Canvas will be supported by faculty trained to assist their colleagues.

Analysis

Santa Monica College has multiple processes in place to ensure that there are sufficient faculty and staff who are qualified for their positions (Refer to IIIA.2 and IIIA.3). Board policies and administrative regulations require the employment of highly qualified faculty. Because the Bachelor of Science degree in Interaction Design program is new and is in a pilot phase, a limited number of faculty are needed at this time. There are currently four full time faculty and three adjunct faculty members who are [qualified](#) to teach the major courses,⁶⁵ but there are only two courses offered in Fall 2016. By June 2017, two cohorts of students will be enrolled in the program and the College will hire additional faculty to accommodate the increased demand.

The [New Faculty Ranking process](#)⁶⁶ has been effective in identifying and prioritizing appropriate [faculty hiring](#)⁶⁷ decisions. While Santa Monica College is in compliance with the [Full-Time Faculty Obligation](#) Number (FON),⁶⁸ the College does not meet the ideal “75/25” standard defined by AB 1725, it is working toward meeting the 2015-2016 Master Plan for Education objective #11 to “develop and implement a long-term plan to increase the percentage and net number of full-time faculty.” This has also been a long standing priority for the Board of Trustees (e.g., the 2015-16 Board of Trustees priority # 3 reads, “Continue to support and hire a diverse and outstanding full-time and adjunct faculty that demonstrates

a commitment to student success, engagement and equity. Develop and implement a plan to ensure the college progresses over time toward increasing the percentage and net number of full time faculty”).

Plan

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

IIIA.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting this Standard

Santa Monica College integrates its part-time faculty in the life of the institution through various means beginning with orientation and continuing through oversight, evaluation, professional development, and departmental and institutional social activities.

Orientation: All newly hired and rehired part-time faculty are contacted by the Office of Human Resources to schedule a face-to-face meeting with a Human Resources Specialist. Prior to this meeting, newly hired and rehired part-time faculty members are directed to visit the Human Resources website to complete required paperwork and review the [orientation materials](#).⁶⁹

Part-time faculty are provided a [welcome memo](#)⁷⁰ from the Office of Human Resources, a copy of the [Faculty Handbook](#),⁷¹ and copies of board policies and administrative regulations related to [hiring](#)⁷² that are applicable to hiring; compliance; reporting sexual harassment; bullying, alcohol, and drugs in the workplace; non-discrimination in employment; and diversity.

Some departments also offer an orientation for new part-time faculty. For example, in the History Department, the chair meets individually with all new faculty to ensure that the faculty member understands his/her responsibilities, the culture of the department and of the College, and essential department and institutional policies and procedures. This is also an opportunity for the new faculty member raise his/her awareness of departmental strengths, challenges, and projects underway to improve student success.

Oversight: Oversight of part-time faculty is provided by the department(s) in which they teach. For many departments, which employ a relatively small number of part-time faculty each semester, the department chair provides this oversight. Some departments, such as Mathematics and English, are so large that one person cannot effectively guide and mentor all of the adjunct faculty. In these departments, the chair works with other full-time faculty to ensure that the part-time faculty have the support they need.

Evaluation: The evaluation of part-time faculty is guided by [Article 7C](#)⁷³ of the Agreement between the District and the SMC Faculty Association. The department chair is required to evaluate adjunct faculty at least twice in their first four semesters of employment and at least

once every four semesters of employment thereafter. Student evaluations are distributed during the semester that the faculty member is evaluated. In the last five years, a taskforce was formed to review and update the peer and student evaluation process to ensure that part-time faculty scheduled to be evaluated are notified and evaluated in a timely manner.

Professional Development: As outlined in the [faculty collective bargaining agreement](#),⁷⁴ part-time credit faculty are required to fulfill flex day credit, prorated based on the number of credits they teach. Part-time faculty are strongly encouraged to participate in all professional development activities that occur on campus, including institutional flex days conducted in the fall and spring, departmental flex days and/or meetings conducted throughout the year, and professional development workshops offered by a myriad of groups on campus, including the [Professional Development Committee](#).⁷⁵

A calendar of [professional development](#) activities⁷⁶ is prepared, updated regularly and posted online for all faculty. Part-time faculty may also participate in the [Faculty Summer Institute \(FSI\)](#) and other activities organized by the Center for Teaching Excellence.⁷⁷ In fact, as of 2016, of the 144 total faculty FSI participants, 78 have been part-time faculty. Adjunct faculty are also invited to participate in professional development activities off-campus, including conferences and workshops offered throughout the state and nation. The District provides annual funding for individual professional development, per the faculty collective bargaining agreement.⁷⁸ Part-time faculty are also eligible to apply for [fellowships](#).⁷⁹ Fellowship recipients are awarded \$1,500 to pursue professional development opportunities relevant to their teaching responsibility.

Other Opportunities for Integration: Part-time faculty are required to attend at least one department meeting per semester as outlined in [Article 6.5.2](#) of the faculty collective bargaining agreement⁸⁰ and are invited to attend any meeting.

The Academic Senate [Adjunct Faculty Committee](#)⁸¹ addresses issues relevant to adjunct faculty. Part-time faculty serve on Academic Senate joint committees and the Faculty Association Executive Committee and have served on the contract negotiation teams.

Analysis

As noted previously, Santa Monica College employs a large number of part-time faculty that are the equivalent of nearly 400 full-time equivalent faculty positions. As such, it is essential that the College's part-time faculty are thoroughly and consistently oriented, mentored, evaluated and supported by the College. Much of this support is provided at the department level by full-time faculty who are committed to ensuring the quality of the curriculum. The departments receive support from the Office of Human Resources, Academic Affairs, Student Affairs, and other groups on campus as they work to integrate part-time faculty into the life of the institution.

Plan

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

IIIA.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard

All instructional, student support, and administrative offices submit an annual program review report which addresses staffing needs within the area. Such needs are prioritized through the College’s planning processes. The most critical needs are addressed by the College’s senior staff through the evaluation of the Personnel and Budget Augmentation Request (PBAR) form which requires personnel requests, including requests for replacement personnel, to be tied to program review, the *Master Plan for Education*, Accreditation Standards, Board of Trustees Priorities, or other means of substantiating the request. The following table provides an overview of the number of support staff employed by the College to support the educational, technological, physical, and administrative operations of the institution.

Number of Staff Employed by Santa Monica College

Staff Classification	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Classified Support Staff	472	471	460	442	437	466
Confidential Staff	7	8	8	8	6	6
Total Staff	479	479	468	450	443	472

Source: Office of Human Resources, 2014-2015 Diversity Report

Analysis

The College has three basic types of support staff who provide student and faculty support; infrastructure support (including maintenance, grounds, and physical plant operations); and technology support. While additional staff are always needed, the College carefully considers its fiscal resources when reviewing requests for replacement and/or additional personnel. The College has been under a hiring “freeze” for several years, meaning that each non-faculty request is reviewed by senior staff. More than 80 positions are on the College’s vacancy list.

Two operational areas that are perennially understaffed, often due to the difficulty in securing and retaining qualified staff, are Technological Support and Physical Operations. In both areas, the College’s Fiscal Services Department is developing a “Total Cost of Ownership” plan to document the fiscal resources necessary to support infrastructural needs, but these plans are still in work and do not yet include staffing. The College is working to integrate staffing into both plans using recognized metrics for assessing adequate levels of support:

- **Technological Support:** Information included in the California [Community Colleges’ Chancellor’s Office Technology Plan](#), which has been updated several times by the System wide Architecture Committee.⁸² This plan outlines recommended staff levels for Technological support. As noted in the Information Technology Department’s 2014-2015 six-year [Program Review Report](#),⁸³ the Information Technology Department has been below standard staffing level rating in almost every category of IT support functions based on the state-defined benchmark. The Information Technology Department has since developed a multi-phased staffing restoration and restructuring implementation plan which will be incorporated into the future Total Cost of Ownership plan.

- Physical Operations Support:** When completed, the Total Cost of Ownership plan will also help the College plan for the “true cost” of building, maintaining, and upgrading the College’s physical infrastructure by including current and future staffing, such as operations and grounds personnel. This plan recognizes that while the cost of capital construction represents a large cost in a short period of time, the costs to maintain and operate a facility will continue annually for at least 50 years. In the next few years, the College will be adding additional square footage and is planning for this expansion now.

Plan

While Santa Monica College is meeting this standard with regard to its educational and administrative operations, the College needs to improve its staffing for Technological Support and Physical Operations.

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective: To ensure that Technological and Physical Operations of the College are adequately staffed.			
1) Include staffing projections into the final version of the Total Cost of Ownership Plan.	Fiscal Services, Information Technology, Facilities	2016-2017	1) Total Cost of Ownership plan reflects recommended staffing levels to support current and planned infrastructure levels.
2) Include staffing requests in program review reports.	Information Technology, Facilities	2017-2018	2) Program Review (annual or six year) includes projected staffing needs.
3) Prepare PBAR to request budget increases commensurate with recommended staffing.	Information Technology, Facilities	2017-2018	3) Financial resources identified and approved for additional staffing positions.
4) Revise or develop job classifications that reflect current requirements	Personnel Commission, Information Technology, Facilities	2018 -2019	4) Personnel recruitment based on current (upgraded) job classifications.

IIIA.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purpose. (ER 8)

Evidence of Meeting the Standard

Santa Monica College employs both academic administrators and classified administrators and managers to provide leadership and oversight to the College’s various programs and departments. As previously noted in this standard, position descriptions clearly outline the responsibilities and tasks for each position and the qualifications required to successfully complete these responsibilities. These qualifications adhere to the minimum standards set forth in the Board of Governors’ “Minimum Qualifications for Faculty and Administrators in

California Community Colleges.” The qualifications and responsibilities for [classified administrators and managers](#) are maintained by the Personnel Commission.⁸⁴ The following table summarizes the administrators, both academic and classified, employed by the College.

Staff Classification	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Academic Administrators	50	46	48	45	48	50
Classified Managers	42	41	44	41	38	42
Total Administrative Staff	92	87	92	86	86	92

Analysis

The College maintains a sufficient number of administrators to provide effective leadership and services to support the Mission. Program review, in conjunction with the Personnel and Budget Augmentation Request (PBAR) process, is used to assess whether the College employs a sufficient number of administrators. In the case of a new program or service, if administrative support is not assumed by an existing administrative position and a new position is being requested, the PBAR process alone is used to determine the need since no program review reports will exist to document and support the request.

Plan

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

IIIA.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Santa Monica College has clearly established personnel policies and procedures as outlined in its board policies, administrative regulations, and collective bargaining agreements with the Faculty Association, the California School Employees Association, and the Santa Monica College Police Officers Association. The board policies and administrative regulations are available online through the College’s [College Governance](#) web page,⁸⁵ while the collective bargaining agreements are available on the [Human Resources](#) website.⁸⁶ The development and ongoing review and revision of these policies involves the Academic Senate joint committees; DPAC, which is comprised of faculty, management, staff, and students; and the Board of Trustees.

[Board policies](#) and administrative regulations that govern the treatment of personnel at the College⁸⁷ include BP 3121-3123 and 3130-3132 which address all personnel; BP 3224-3225 which address academic personnel; BP 3310 which addresses classified personnel; and AR 3120, 3121, and 3130 which address similar issues.

In addition, there are specific policies and regulations on the following topics:

Board Policies

- BP 2116, Whistleblower Protection
- BP 2405, District-Wide Code of Ethics
- BP 2410, Nondiscrimination on the Basis of Disability
- BP 3111, Drug Free Campus/Prevention
- BP 3120, Equal Employment Opportunity and Non Discrimination in Employment
- BP 3121, Diversity
- BP 3122, Sexual Misconduct
- BP 3123, Sexual Harassment
- BP 3124, Workplace and Campus Violence
- BP 3125, Anti-Nepotism
- BP 6116, Reporting Fraud, Waste or Abuse

Administrative Regulations

- AR 2116, Whistleblower Protection
- AR 3120, Equal Employment Opportunity Program and Discrimination Complaint Procedure
- AR 3121, Sexual Harassment Prevention
- AR 3122, Sexual Misconduct
- AR 3123, Workplace/Campus Violence and Anti-Bullying

The Office of Human Resources has worked with the Superintendent/President's office and other governance groups, including the Academic Senate Joint Personnel Policies Committee, DPAC, and the Personnel Commission, to institute an ongoing and systematic review of these personnel policies and procedures to ensure fair and consistent administration and continuity with documents. To promote consistency, the Office of Human Resources has developed standardized forms to support many of these policies, including the complaint and [grievance](#) process,⁸⁸ [unlawful discrimination/sexual harassment](#),⁸⁹ and workplace and [campus violence](#).⁹⁰

An online training program on harassment prevention for all supervisors and managers was implemented to ensure that the college community is adhering to its personnel policies, particularly with regard to anti-harassment, including sexual harassment. Anti-harassment and unlawful discrimination training was also developed for faculty and students. A Compliance Administrator/Title IX Coordinator was hired in September 2015 for awareness of, and prevention and reporting of sexual misconduct issues.

Analysis

The College has established personnel policies for all of its employees, including specific policies and procedures for faculty, classified staff, and management and administrative personnel. The Office of Human Resources and the Personnel Commission work together to ensure that these policies are consistently and fairly implemented by offering new employee orientation, training, standardized forms, and by working directly with hiring committees and employee evaluation panels. The Faculty Association and the California School Employees Association also work with Human Resources and the Personnel Commission to ensure that these policies and procedures are consistently implemented across campus. The Office of

Human Resources is documenting its internal operating procedures through two new operating manuals: a Human Resources Manual² and a [Benefits Procedure Manual](#).⁹¹

Plan

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

IIIA.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College prioritizes its appreciation of, attention to, and services for individuals from all backgrounds and experiences as expressly stated in the Mission Statement:

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

Furthermore, Institutional Learning Outcome #3 expresses the College's goal of fostering a commitment to diversity among its students:

Through their experience at Santa Monica College, students will learn to respect the inter-relatedness of the global human environment, engage diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.

In addition, the College's Supporting Goal of providing a Supportive Collegial Environment further supports this commitment to diversity. This goal states that the College will “*improve and enhance decision making and communication processes in order to respect the diverse needs and goals of the entire college community.*” Several board policies and administrative regulations articulate the College's commitment to diversity and its policies and procedures for ensuring diversity through the creation and maintenance of appropriate programs, practices, and services that support its diverse personnel. [BP 3120](#), Equal Employment Opportunity and Nondiscrimination in Employment,⁹² establishes the College's commitment to diversity and equal employment opportunity in all areas of employment. [BP 3121](#), Diversity,⁹³ extends that commitment:

The Santa Monica Community College District is committed to building an inclusive and diverse environment and maintains a comprehensive program to ensure that practice reflects these principles. Diversity within the college environment provides opportunity to foster mutual awareness, knowledge, and sensitivity, to challenge ingrained stereotypes, and to promote mutual understanding and respect. The District is committed to a work and learning environment conducive to open discussion and the free exchange of ideas. Global awareness and exploring the diversity of the local communities served by the College are both important components of the College's commitment to diversity.

² Due to file size, the Human Resources Manual is available in hard-copy only.

Embodying, promoting and celebrating diversity inspires innovative ideas, practical solutions, and team-building in achieving the District's goal of professional and educational excellence.

Policies and Procedures to Support its Diverse Personnel

The plan for accomplishing these goals and outcomes is spelled out in the College's [Equal Employment Opportunity \(EEO\) Plan](#),⁹⁴ which includes an EEO & Nondiscrimination in Employment Policy Statement, the establishment of an EEO Advisory Committee, and the development of college plans and procedures for such activities as filing complaints; hiring personnel; establishing screening/selection committees, including their make-up; and specific measures to address identified underrepresentation.

The Office of Human Resources provides [Unlawful Discrimination and Harassment Prevention training](#)⁹⁵ both on-ground and online. Other policies include:

- [AR 2250](#), District Planning and Advisory Council,⁹⁶ established DPAC's Human Resources Planning Subcommittee that continually reviews and revises the College's Human Resources policies and procedures, recommending new ones as needed.
- [AR 3120](#), Equal Employment Opportunity Program and Discrimination Complaint Procedure,⁹⁷ outlines the specific procedures for managing complaints.
- [AR 3121](#), Sexual Harassment Prevention,⁹⁸ and [AR 3130](#), Citizen Complaints Against District Personnel,⁹⁹ articulate the College's adherence to Assembly Bill 1825, which mandates state-wide sexual harassment training for any employee who performs supervisory functions in a company of 50 or more employees or more.

Human Resources places guidelines in work areas around campus to provide employees information about the procedure for making discrimination complaints and makes the information easily available on the college website. When complaints arise, they are brought to Human Resources for investigation. Other established and new board policies have also been adopted to ensure a safe, equitable, and comfortable working environment that address whistleblower protections ([BP 2116](#)),¹⁰⁰ bullying and workplace violence ([BP 3124](#)),¹⁰¹ disability discrimination ([BP 2410](#)),¹⁰² and sexual misconduct ([BP 3122](#)).¹⁰³

Programs, Practices, and Services to Support its Diverse Personnel

In addition to stated policies and procedures, this commitment expresses itself through a myriad of programs, practices, and services at the College, as outlined below:

- **Title IX – Gender Equality:** In 2014-2015, the College's Superintendent/President established a Title IX Task Force that included faculty, staff, students, and administrators representing the general segments of the college community. This task force was charged with reviewing the District's current [Title IX](#)-related policies and practices and making recommendations for improvement as necessary.¹⁰⁴
- **Disability:** The College's Office of Human Resources consults with employees and their supervisors with regard to reasonable accommodations requests.
- **Sexual Orientation and Gender Expression:** In 2013-2014, the college community began addressing equity and diversity concerns with regard to sexual orientation and gender expression. At that time, the Equity and Diversity Committee of the College's Academic Senate organized a team of faculty, staff, and students to complete the

Academic Senate for California Community College's (ASCCC) Equity Committee's LGBT-Friendly Campus Climate Index³ survey to understand and improve how well the College is serving its lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community. The Santa Monica College Campus Police attend sensitivity trainings each year that support an understanding of LGBTQIA students, and the College offered a two-part Safe Zone training during the 2015 professional development day.

- **Racial/Ethnic/Cultural Diversity:** Many programs support the College's commitment to racial/ethnic diversity for all members of the college community, including campus initiatives, guest lectures, visiting professors, celebrations, and professional development activities. Among the College's most prized initiatives is [Global Citizenship](#), which began in 2007,¹⁰⁵ a key component of which has been the expansion intercultural awareness through college-sponsored [professional development](#) opportunities for faculty and staff, including trips to Austria, Turkey, and China.¹⁰⁶ During the fall semesters, the International Education Week¹⁰⁷ in November includes lectures, films, and other opportunities to explore and celebrate [international diversity](#). In the spring, the Global Citizenship Student [Research Symposium](#) celebrates outstanding student work that illustrates the concepts, themes, and concerns of global citizenship.¹⁰⁸

Assessment of the College's Record in Employment Equity and Diversity

The College is committed to employing and maintaining a diverse workforce. As outlined in AR 3120, Equal Employment Opportunity Program and Discrimination Complaint Procedure, each applicant may choose to identify himself/herself as a member of a historically underrepresented group when his/her application is submitted. This information is kept confidential and may be used only in evaluating the effectiveness of the District's diversity program and in ensuring that the applicant pools are reflective of historically underrepresented groups in the workforce and each screening committee for faculty and academic administration positions includes an Equal Employment Opportunity (EEO) representative to ensure the fairness of the selection process and all faculty, staff, and administrators who serve on hiring committees must attend orientation sessions that include EEO training.

The Office of Human Resources conducts a biannual [assessment of the race and ethnic make-up](#) of college personnel. This information is presented to the Board of Trustees with recommendations for improvements to the hiring process as necessary.¹⁰⁹

Analysis

Through its policies and practices, the College maintains and expands programs, practices, and services that support its diverse personnel and contribute to its Mission. Despite its commitment to diversity and the development and implementation of these policies and practices, the College's record in employment equity and diversity has significant room for improvement. As shown in the following table, which compares student ethnic demographics to various employment categories, approximately 45 percent of Santa Monica

³ While this is the official name of the index, the College serves the LGBTQIA community.

College students represent traditionally underrepresented races/ethnicities, with Hispanic students representing 38.5 percent of the total student population. Gains in the diversity of college personnel include an increase in the academic administrators who self-identify as Hispanic, from 14.6 percent in Fall 2012 to 20.8 percent in Fall 2014. However, with the exception of comparing Black employees to the student population, minority populations are still underrepresented within the College’s full-time and part-time faculty members and are not reflective of either the College’s student or County of Los Angeles’s ethnic populations. Additionally, employees from all ethnic groups are underrepresented when compared with the White, non-Hispanic employees in each category.

Student Racial/Ethnic Demographics

	Students*		Academic Administrators		Academic Tenured/Tenure Track Faculty		Academic Temporary		Classified Managers		Classified Employees***	
	Count	%	Count	%**	Count	%**	Count	%**	Count	%**	Count	%**
Total	32,166	100.0%	48	2.5%	311	16.1%	1,085	56.1%	38	2.0%	452	23.4%
Black	2,649	8.24%	9	18.8%	35	11.3%	89	8.2%	7	18.4%	102	22.6%
American Indian/Alaskan Native	60	0.19%	0	0.0%	0	0.0%	1	0.1%	1	2.6%	0	0.0%
Asian	3,984	12.39%	7	14.6%	38	12.2%	94	8.7%	4	10.5%	43	9.5%
Hispanic	11,417	35.49%	10	20.8%	46	14.8%	119	11.0%	5	13.2%	117	25.9%
Multi-Ethnicity	1,140	3.54%	1	2.1%	1	0.3%	14	1.3%	0	0.0%	1	0.2%
Filipino	528	1.64%	0	0.0%	3	1.0%	0	0.0%	1	2.6%	11	2.4%
Pacific Islander	82	0.25%	1	2.1%	1	0.3%	5	0.5%	0	0.0%	0	0.0%
Unknown	2,456	7.64%	1	2.1%	4	1.3%	56	5.2%	0	0.0%	20	4.4%
White, Non-Hispanic	9,850	30.62%	19	39.6%	183	58.8%	699	64.4%	20	52.6%	154	34.1%

* Source: http://datamart.ccco.edu/Students/Enrollment_Status.aspx

** Percentages are based on a total employee count of 1,934.

*** “Classified Employees” includes Classified Confidential and Police Officers

The results from the Academic Senate for California Community College’s Equity Committee’s LGBT-Friendly Campus [Climate Index survey](#) (completed by staff, faculty, and students) suggested that the College should provide more training for faculty and staff and work on improving its recruitment and retention efforts of both staff and students.¹¹⁰ Efforts are underway to address some of the areas of concern regarding LGBTQIA and gender expression support and services. For example, the College is adding “gender expression” to all of its inclusion policies in compliance with California law and has hired a post-doctoral psychology student to provide individual counseling to LGBTQIA students through the Office of Psychological Services.

However, the College needs to make a visible commitment to prioritize addressing LGBTQIA and gender expression concerns on campus rather than relying primarily on the LGBTQIA community itself to identify areas of concern. The LGBT-Friendly Campus

Climate Index report further suggested that the College should provide more training for faculty and staff and also work on improving its recruitment and retention efforts of both staff and students.

Plan

Based on an analysis of the evidence, Santa Monica College is addressing this standard and will continue to monitor its performance, most specifically its progress in diversifying its workforce.

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective: To increase the diversity of part-time and full-time faculty hired by the College.			
1) Continue to advertise employment opportunities in professional publications and other sources that have ties to historically underrepresented groups.	Office of Human Resources Personnel Commission	Ongoing	1) Applicant pools reflect increased diversity.
2) Outreach to participants in California State University, Dominguez Hills' Community College Teaching Certificate program. ¹¹¹	Office of Human Resources	2016-2017	2) Prospective instructors are aware of full- and part-time faculty employment opportunities. Applicant pools for part-time faculty reflect greater diversity.
3) Ensure that current part-time faculty who are members of underrepresented groups are encouraged to apply for full-time positions.	Office of Human Resources	Ongoing	3) Applicant pools for full-time positions include current part-time faculty who are members of underrepresented populations.
4) Develop outreach efforts to both current employees and external applicants to increase the diversity of applicant pools for classified management positions.	Personnel Commission	Ongoing	4) Applicant pools for classified management positions are more diverse.

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective: To develop a more inclusive climate for LGBTQIA students and staff.			
1) Create training modules to help build a community of respect, inclusion and support for LGBTQIA students.	Psychological Services	Completed (training ongoing)	Training modules available for faculty and staff and students on a number of topics related to students and staff who identify as LGBTQIA.
2) Develop recruitment materials to attract diverse faculty, with focus on attracting candidates	Human Resources	2016-2017	Increased diversity in hiring pools.

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective: To develop a more inclusive climate for LGBTQIA students and staff.			
who may identify as LGBTQIA.			
3) Utilize the data from the Campus Climate index to identify other areas of concern regarding students and staff who identify as LGBTQIA.	Institutional Research Psychological Services Human Resources	2016-17	A more welcoming college culture for students and employees.

IIIA.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

[BP 2405](#), District-Wide Code of Ethics,¹¹² applies to all college employees, including faculty, classified staff, and administrators and is supported by [AR 5220](#), Ethics Statement,¹¹³ which articulates the College’s ethical expectations of faculty under their rights of Academic Freedom and Responsibilities, as well as professional [codes of ethics](#) established by the Academic Senate¹¹⁴ and the [Management Association](#).¹¹⁵

The Academic Senate’s Professional Ethics and Responsibilities Committee facilitates institutional discussions regarding ethics, [faculty responsibility](#), and how to apply the principles laid out in the code of ethics; some of these discussions take place online via the committee’s “Ethical Professor” blog.¹¹⁶ Topics have included posting grades and student privacy, syllabus content, avoiding grade appeals, student-instructor relationships, and responsibilities of faculty in writing recommendation letters for students.

In the event of an alleged ethical violation, the employee meets with his/her supervisor to discuss the allegation, and a report is placed in the personnel file. Faculty who are accused of unethical behavior meet directly with the Vice President of Academic Affairs. In the event of an allegation of sexual harassment, the Office of Human Resources conducts an investigation.

Analysis

The College’s Board Policy on the Code of Ethics is complemented by individual constituency-based Codes of Ethics and an Ethics Statement, all of which are available on the college website and shared during new-hire orientation. The College recognizes that the college community’s awareness of these codes could be improved.

Plan

Based on an analysis of the evidence, Santa Monica College is addressing this standard but will continue to identify and implement effective strategies for increasing campus wide awareness of the College’s Code of Ethics and ensuring compliance with its tenets.

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective: To ensure that the Santa Monica College Ethics Code is understood by all members of the college community and develop written consequences for violation of the code.			

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Develop and document the consequences for employees who violate the Code of Ethics.	Office of Human Resources Personnel Commission	2016-2018	Employees understand the consequences for violating the Code of Ethics.
Post copies of the Code of Ethics with other mandatory workplace notices across the campus.	Office of Human Resources	2016-2017	All college personnel are aware of the Code of Ethics.
Facilitate a workshop on the Code of Ethics at least once per year during the College's institutional professional development days.	Office of Human Resources Academic Senate Joint Professional Development Committee	Ongoing	Faculty and Staff have the opportunity for professional development training about the Code of Ethics and consequences for violations.

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

In 2012, Santa Monica College identified professional development as an institutional priority and established [objective #11](#)¹¹⁷ in the 2012-2013 *Master Plan for Education* to ensure that all personnel groups were receiving appropriate opportunities for continued professional development, as much of the training to date had focused on faculty professional development and there were concerns that classified staff and others were not well represented in the process. The professional development process that emerged from this workgroup was included in the [Master Plan for Education Update, 2013-2014](#).¹¹⁸

The College provides a full array of professional development opportunities throughout the academic year for faculty, classified staff, and managers. Professional development planning is driven by the College's master planning process with annual activities focused on institutional goals, initiatives, and priorities. Activities such as workshops, presentations, and discussions supporting college initiatives are tied to Institutional Learning Outcomes and Supporting Goals.

At the institutional level, the primary means by which the College provides professional development is through two institutional flex days, one in the fall and one in the spring. Planning for the institutional flex days is guided by the Mission and focuses on learning needs, pedagogy, and technology. The results of surveys administered after each flex day inform the planning process for subsequent flex days, as do professional development surveys periodically disseminated to the constituency groups by their respective professional development groups, such as the [Faculty Needs Assessment Survey](#) disseminated to faculty in January 2012.¹¹⁹

Recent flex day programs have addressed the College's increased focus on student equity and what can be done both in and out of the classroom to address gaps in student success. The College has engaged regional and national experts as keynote presenters to discuss these topics, including such notable researchers as the following:

- [Fall 2014](#), Dr. Frank Harris on *Facilitating Student Success for Men of Color in Community Colleges*¹²⁰
- [Spring 2014](#), Dr. Ken Bain, *What the Best Teachers Do*¹²¹
- [Spring 2015](#), Dr. Pedro Noguera, *Motivating, Engaging, and Empowering Students to Learn*¹²²

The College also offers other institutional trainings for the entire campus in such areas as emergency/disaster preparedness, responding to an active shooter, and trainings in sexual harassment, discrimination, student privacy laws, and accessibility. As an example, in [Fall 2013](#), in response to a shooting on campus, and in line with the College's global citizenship theme of *Peace and Security: Managing Conflict and Violence in a Turbulent World*, the Fall Institutional Flex Day focused on issues related to emergency and disaster preparedness.¹²³ To consolidate the information about the many [professional development activities](#) into one place, a professional development calendar has been posted on the college website.¹²⁴

Other professional development activities may address a specific personnel group, such as faculty or classified staff, or address specific institutional priorities:

- **Faculty Professional Development:** The College has established a professional development fund for faculty that can be used to reimburse them for individual professional development expenses, such as conference registration fees and travel costs, contracts with external experts, and specialized departmental trainings.
- **Sabbaticals and Fellowships:**¹²⁵ The College budgets for [eight one-semester sabbaticals](#)¹²⁶ each year for full-time faculty to engage in professional development. Fellowship awards of \$1,500 each are available to full- and part-time faculty to develop special projects.
- **The [Margin of Excellence Mini-Grants Program](#):**¹²⁷ Funded through private donations, the Santa Monica College Foundation awards Margin of Excellence grants to faculty, providing equipment, professional development and other support. Awards are a maximum of \$5,000 each and the Foundation has awarded an average of \$52,000 annually to support faculty projects related to improving teaching and learning.¹²⁸
- **President's Circle [Chair of Excellence](#):**¹²⁹ The Santa Monica College Foundation also supports several Chairs of Excellence in a variety of disciplines. Designed as an incentive for faculty members to try new and innovative avenues to improve the teaching and learning environment, recipients receive \$5,000 annually for three years. There are currently ten chairs in Life Science, Physical Science, Music, Performing Arts, Art, Nursing, Philosophy and Social Science, Business, and Communication.
- **The [Center for Teaching Excellence](#):**¹³⁰ The Center for Teaching Excellence, established with funding from the Title V, Hispanic Serving Institutions (HSI) Program under the U.S. Department of Education, aims to develop sound pedagogy in the areas of technology, teaching excellence, and cultural responsiveness. In addition to the annual Faculty Summer Institute, the Center recently added the [Career Technical Education \(CTE\)](#)¹³¹ Winter Institute, a three-day professional development experience for CTE

faculty, the Center regularly offers [seminars, workshops](#), and customized individual and small group support.¹³²

- **Classified Professional Development:** The College provides an annual professional development fund for classified bargaining unit staff in the amount of \$15,000 per year for “reimbursement of tuition, registration, and/or the cost of books...for classes, conferences or workshops.” Classified staff are encouraged to attend the institutional flex day activities, and the [Classified Professional Development](#) Committee coordinates workshops included on those days as well as training offered throughout the year solely for classified staff.¹³³
- **Professional Development on Global Citizenship:** As discussed in Standard IIIA.12, the College has sponsored [professional development opportunities](#) for faculty and staff, including trips to Austria, Turkey, and China.¹³⁴ The [Global Citizenship Initiative](#) also provides [mini-grants](#) to full- and part-time faculty¹³⁵ to support professional development projects associated with the Global Citizenship mission.¹³⁶
- **Professional Development for Distance Education:** The College offers specific professional development for faculty and staff who support students learning at a distance, specifically by training and supporting faculty readiness in using online instructional resources. The [Distance Education Program](#) serves faculty who teach online, as well as hybrid class instructors, and eCompanion users. The program ensures ADA 508 compliance of the College’s online course offerings, encouraging instructors to use Universal Design principles to make sure that all online classes, hybrid class information, and eCompanion shells are accessible to all students.¹³⁷ The College is moving to the Instructure Canvas platform and professional development will be a key component of this effort.

Evaluation of Professional Development

Professional development planning at the College is a dynamic process that begins with a needs assessment, continues through program planning and implementation, and ends with evaluation of the professional development offerings and improvements to subsequent offerings based on these results. For example, the Academic Senate Joint Professional Development Committee (PDC) conducted a [faculty needs assessment survey](#) in January 2012¹³⁸ that has been used to coordinate, plan, support, and facilitate faculty professional development activities.

Post-activity evaluation feedback is crucial to both assessing the effectiveness of the professional development activity and determining the direction of future professional development activities. Planning committees, such as the PDC, the CPDC, the Global Citizenship Committee, and the Distance Education Committee solicit feedback from participants through surveys and use this information to assess the quality of the content, including the presenters, and make decisions on future presentations.¹³⁹

The Center for Teaching Excellence solicits assessment feedback for all of its offerings and uses this information to develop and improve subsequent offerings. For example, participants in the [Faculty Summer Institute](#) evaluated each day's workshop using an online survey that was provided at the end of each session.¹⁴⁰

To evaluate training needs for distance education professional development, new administrative unit outcomes have been developed and implemented, the assessment of

which will determine future trainings. Evaluation of eCompanion is conducted by looking at the repetition of questions and the demand in specific topics from faculty to monitor the trends online education. The Distance Education Department uses this information to better address the faculty's needs.

Analysis

Santa Monica College has worked diligently to strengthen its professional development offerings for faculty and staff and ensure that all personnel groups are receiving the ongoing training and support that they need to effectively do their jobs and contribute to the institutional Mission to improve student learning and achievement. There has been a concerted effort on the part of all constituency groups to tie professional development planning to institutional planning. To support this outcome, the classified staff now has its own Classified Professional Development Committee that works in concert with the faculty Professional Development Committee.

The College has worked to institutionalize the Center for Teaching Excellence, giving it a permanent home. The Center plans to work more extensively with new faculty and to involve more adjunct faculty. The Center is contracting with a third party to provide online professional development offerings for faculty who may have scheduling conflicts with on-campus events.

The College offers multiple opportunities for all faculty to participate in college-funded professional development activities, including sabbaticals and the Santa Monica College Foundation-funded Margin of Excellence grants. However, both the College and the Foundation have had difficulty awarding the full number of sabbaticals and grants available; since 2012-2013, the College has awarded an average of 6.25 sabbaticals per year although it budgets to fund eight sabbaticals per year. The Academic Senate joint committees are working to streamline the application process and raise faculty awareness of available opportunities.

Plan

Based on analysis of the evidence, Santa Monica College is addressing this standard and will continue to monitor its progress. The College will ensure that professional development opportunities are provided to faculty teaching online through the new Instructure Canvas program and will make improvements to the sabbatical application and award processes.

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective: To ensure that faculty who teach online in the new platform or who use the equivalent of eCompanion are afforded training opportunities to build the skills needed to effectively use the new platform.			
Initiate training contract with Instructure/Canvas.	Distance Education Purchasing	2016-2017	Contract includes professional development.
Conduct training.	Distance Education DE Faculty	Ongoing	DE Faculty and support personnel ensure that DE students are supported.

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective: To ensure that a minimum of eight sabbaticals are awarded as per the agreement between the District and the Faculty Association.			
Develop streamlined application process.	Sabbaticals Committee Office of Human Resources	2016-2017	Application process results in a larger pool of sabbatical applications submitted.
Provide outreach to faculty.	Sabbaticals Committee Professional Development Committee	2016-2017	Faculty are encouraged to apply for sabbaticals.

IIIA.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The Office of Human Resources maintains personnel files for all employees. Personnel files are stored in a file room within the Human Resources Office and are locked during non-business hours. Access to these files is limited to Human Resources personnel

The College provides employees access to their records in accordance with the California Education Code, Title 3, Section 87031. [AR 3131](#), Personnel Records,¹⁴¹ and [BP 3131](#), Personnel Records,¹⁴² defines the procedure for personnel who wish to access records archived by the District.

The College has undertaken imaging documents. The objective is to image active files and achieve a paperless operation to enhance the security and retrieval of employee records.

Analysis

Santa Monica College has clearly established policies and procedures that provide for the security and confidentiality of its personnel records. The Human Resources staff is trained to ensure that they are knowledgeable about of these policies and procedures and utilize effective practices to ensure compliance. For example, staff participate in an online training provided by LawRoom, an online vendor, entitled California Access to Personnel Records, which outlines what institutions need to retain and what information is disposable. This training is updated each time the law changes; as such, staff attended in the training in 2013 and again in 2015.

The College is making progress toward a paperless personnel records system, although constraints on fiscal and human resources have slowed the process.

Plan

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

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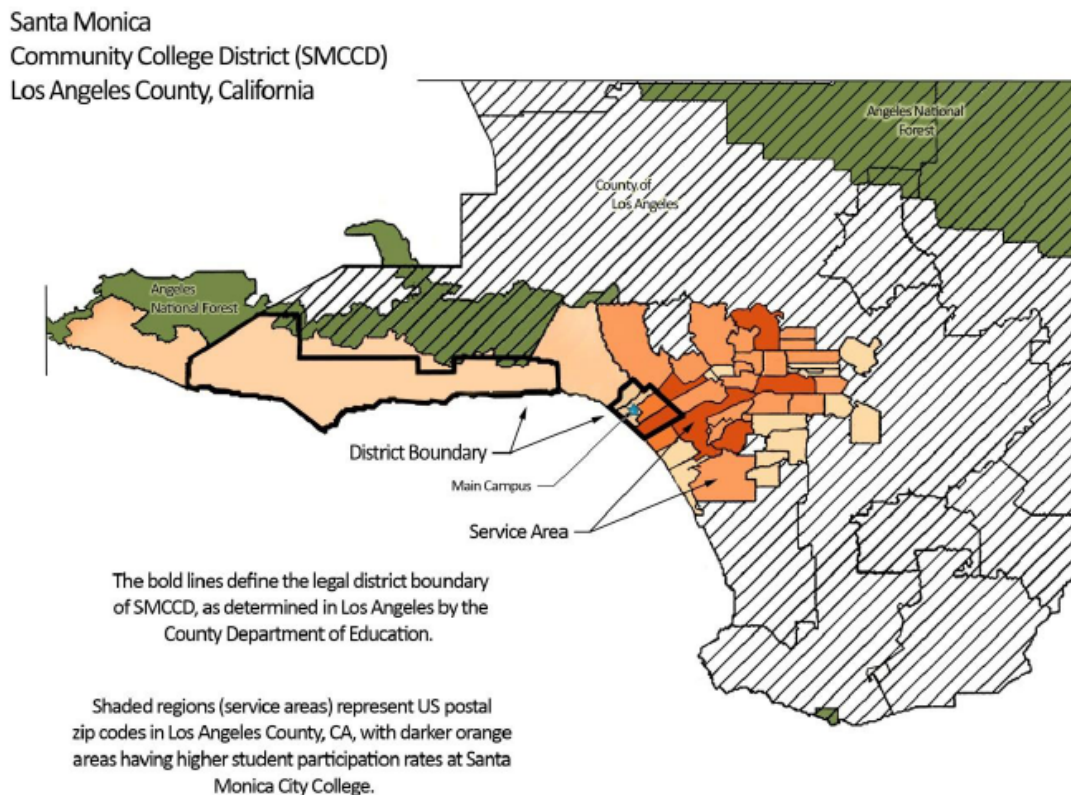
STANDARD IIIB: PHYSICAL RESOURCES

Introduction and Overview of the Facilities Master Planning Process

The Santa Monica Community College District operates a single college, Santa Monica College, within its district boundaries, which encompass the cities of Santa Monica and Malibu, portions of unincorporated Los Angeles County, and a single property within the city of Los Angeles annexed through agreement with the Los Angeles Community College District. In addition to enrolling students who live within these boundaries, the College attracts students from throughout the greater Los Angeles basin, with most students residing within seven miles of the College in high-population communities.

The College's Main Campus is located at 1900 Pico Boulevard in Santa Monica. The College also offers instruction at five nearby satellite sites: Bundy, Airport Arts, Performing Arts Center, Center for Media and Design (formerly the Academy of Entertainment and Technology), and Emeritus College. Several administrative offices, including those of the Superintendent/President, Fiscal Services, and Human Resources, are housed off-site at 2714 Pico Boulevard. The Alumni Office, the Facilities offices, and a community room are located near the Main Campus at 1510 Pico Boulevard, while the Santa Monica College Foundation is housed next door at 1516 Pico Boulevard. Although the Foundation is distinct from the College, its sole purpose is to generate resources in support of the College's Mission. As such, through a quid pro quo agreement with the College, the Foundation uses the College's physical resources in exchange for human resources and other services.

Figure 1: Santa Monica College District Boundaries



The Main Campus includes 38 acres in itself, while the satellite sites add approximately 26 acres. As of October 15, 2015, the College has [38 buildings](#) for a total of 1,054,930 gross square feet, of which 651,814 square feet are assignable (i.e., used for classrooms, offices, conference rooms, laboratories, libraries, and auditoriums).¹ The newer buildings have been designed to use space far more efficiently than those they replaced.

In 1998, the Board of Trustees adopted clearly defined planning and development principles to inform the development and implementation of the College's *Facilities Master Plan*. Since then, these principles have kept key college, academic, and sustainability objectives on track and have served to successfully guide campus construction through multiple updates and revisions to that initial plan. The College is currently operating from the 2010 [Facilities Master Plan](#),² although it is preparing to update the plan in 2016. This plan incorporates an understanding of the College, outlines current planning objectives, projects future needs, and lays the groundwork for implementation. Sustainability is an integral component of all facilities planning.

The comprehensive *Facilities Master Plan* is a living document that provides a long-range planning framework for the College and the flexibility to accommodate changes in future conditions. Using the plan as a guide, the College can respond quickly and efficiently to address the needs and concerns of students, faculty, and programs. This rapid response to changing conditions includes the College's strategies for dealing with the continuing expansion of residential preferential parking which started in 1988, the 1994 Northridge Earthquake, the 2013 on-campus shooting, and the new Expo Light Rail Line. It also includes responding to changing educational needs of students and employers, such as the expansion of facilities to accommodate the needs of the Design Technical program and the new baccalaureate degree in Interaction Design.

The College's Facilities team is responsible for the implementation of the *Facilities Master Plan*, working in conjunction with multiple groups on campus, including the associated planning and decision-making groups, as well as programs and services housed in each facility. This team includes Facilities Planning, which oversees the planning and execution of all new construction and capital projects, and Facilities Management, which oversees Campus Operations, including Grounds/Landscape and Custodial Services, and Maintenance and Mechanical and Energy Management Systems. Both offices are critical to the delivery of premier learning environments that help facilitate achievement of the College's Mission. To carry out their responsibilities, they work with the District Planning and Advisory Council's (DPAC) two related subcommittees:

- Facilities Planning Subcommittee, which informs and reviews the facilities master planning process and evaluates the effectiveness of facilities services, including new construction, renovations, maintenance, grounds, and campus operations.
- College Services Planning Subcommittee, which makes recommendations on matters pertaining to how operational services, such as Food Services, Custodial Services, and Network Services, impact instruction and direct services to students.

IIIB.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Santa Monica College provides safe and sufficient physical resources at all of its locations to address the teaching and learning needs of students, faculty, and programs and assure that the Mission of the College is achieved. Though separated by short distances, the Main Campus and the satellite sites operate as a single system, thus facilitating the ability of the College's support programs, including the Facilities Management Office, the Santa Monica College Police Department (SMCPD), and other groups, to maintain sufficient control over all sites. The following pages outline the College's effort to ensure access, safety, security and a healthful learning and working environment.

Access

The College provides the necessary physical resources to ensure that students from a variety of backgrounds have access to high quality education. This includes providing sufficient physical access by addressing the access needs of students and faculty in accordance with the Americans with Disabilities Act (ADA), ensuring that there is adequate parking, and helping students travel to and between college sites.

As part of the College's recent emergency preparedness planning, the Emergency Preparedness Committee, which included the ADA/504 Compliance Office, conducted a comprehensive review of the College's [emergency evacuation procedures](#)³ for individuals with disabilities. Based on the results of this review, the College obtained evacuation chairs for its multi-storied buildings and developed an [evacuation plan](#)⁴ that utilizes the chairs and is in compliance with ADA requirements.

Another access issue is parking and transportation. As with most colleges, parking is a perennial problem but the College has employed innovative solutions such as land swap agreements with the City of Santa Monica and the Expo Construction Authority to provide additional parking and shuttle buses to help students commute to and from the satellite sites. The College works with the community to implement other transportation solutions. The most critical of these partnerships is the one the College has with the Big Blue Bus, which is the City of Santa Monica's public mass transit provider: The Big Blue Bus provides free bus transportation on any line at any time for all students, faculty, and staff if they have a current college identification card. The Big Blue Bus serves much of the west side of Los Angeles, with lines extending east as far as downtown Los Angeles.

These transportation alternatives enable students to register for classes at multiple sites throughout the day but as it is not possible to get from one site to the next in time to take back-to-back classes, the College's enrollment management system prevents students from enrolling in classes at different sites when there is not enough time to travel between sites.

The City of Santa Monica coordinated with other regional governmental entities to open the Exposition (Expo) Light Rail Line in May of 2016. Providing additional transportation options to and around Santa Monica, the Expo Line offers a 45-minute commuting option to/from Downtown Los Angeles, even during rush hour.

Safety

The College's Facilities Planning and Facilities Management offices are responsible for the overall safety of the college community as it relates to the College's physical resources. The Maintenance Department is responsible for the maintenance and upkeep of all doors, closures, and locking systems and supports the maintenance of the College's fire and alarm systems. As part of the College's recent emergency preparedness efforts, the department has recently replaced interior and exterior lights and installed emergency phones to increase safety throughout the College's various sites.

The Facilities Management Office also helps the instructional programs, as well as the greater college community, manage hazardous waste and address chemical spills should they happen. The College provides safety training to students, faculty, and staff who work with chemicals in an instructional setting. This training provides an overview of the policies, procedures, and practices outlined in the College's [Chemical Hygiene Plan](#).⁵ The College also follows the policies and procedures set forth in its [Consolidated Contingency Plan](#).⁶ In the event of a power outage, this department also ensures that emergency generators supply ample power for priority facilities, such as labs and server rooms. The Grounds Department coordinates with the Risk Management Office to conduct a safety inspection every other year and to address safety hazards as they arise.

The College provides training to maintain the safety and security of the campus community. As of 2014, the College has three active [Campus Community Emergency Response Teams](#), who are [trained in disaster response](#).⁷ The College also created a Building Monitor Training Program⁸ for management, staff, and faculty members. The building monitors manage evacuations and coordinate emergency operations as needed.

Security

Security issues became a college wide focus in June 2013, when an active shooter from outside the college community came onto the campus and killed three people before he was shot and killed in a joint response by the Santa Monica College Police Department (SMCPD) and the City of Santa Monica Police Department. It should be noted that the two departments had recently trained together on active shooter situations and that this training was responsible for saving many lives in the College's library building. Three members of College's Police Department received multiple citations of honor and valor following the incident. It was a result of this event that the College recognized its additional needs in responding effectively in a crisis situation and its aftermath. While there was nothing that the College could have done to prevent the death of three people, which included a college employee, a former student, and a community resident walking through campus, the crisis response plan in place at the time was recognized as underdeveloped. As a result, the College has been working diligently since June 2013 to strengthen its emergency preparedness in all areas.

Immediately following the shooting, the Emergency Preparedness Committee convened an Emergency Preparedness [Task Force](#)⁹ that met twice a month from June 2013 to February 2014. This task force, which included managers, faculty, staff, and students, was charged to review emergency preparedness policies and procedures and make [recommendations](#)¹⁰ for improvements. The Committee issued a [summary report](#)¹¹ at the conclusion of their work.

Coincidentally, the College was in the midst of collecting feedback regarding faculty, staff, and student assessment of the College's emergency preparedness when the June 7, 2013, incident occurred. The [survey](#)¹² highlighted many of the concerns, challenges, and deficiencies that the College experienced on the day of the shooting and subsequent lock-down, including a general lack of awareness of what to do and where to go, inadequate notification, and poor communication throughout the process. The College addressed many of the [concerns raised](#) through this survey. [Improvements](#)¹³ made in response to the survey findings and as a result of post-June 7th evaluations resulted in the creation of an [Emergency Procedures Guidebook](#)¹⁴ and a [website dedicated to emergency preparedness](#).¹⁵

Security concerns are also reported through [an annual security report](#)¹⁶ in accordance with the Clery Disclosure Act, mandated by the Crime Awareness and Campus Security Act of 1990. The Emergency Preparedness Committee, as well as other groups on campus, also conducts presentations both internally and externally on physical security and life safety. The College has developed [pamphlets](#)¹⁷ for Student Safety that are distributed college wide. The College also has information on the college website about emergency preparedness for both students and faculty, entitled [Student Tool Kit](#)¹⁸ and [Faculty & Staff Tool Kit](#).¹⁹ These kits include instructional videos, an emergency checklist, and information on how to schedule trainings. The SMCPD has also developed a uniformed cadet program to increase the physical presence of the police department on campus.

Healthful Learning and Working Environment

The College is committed to creating a healthy learning and working environment, which it defines as one that is healthy, sustainable, and cognizant of its impact not only on those within it, but also on the community, region, and world. This pledge is articulated in the College's Mission statement, which affirms that "*students learn to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments.*" It is further noted in the College's fourth Institutional Learning Outcome, which states that students will "*take responsibility for their own impact on the earth by living a sustainable and ethical life style.*"

The offices of Facilities Planning and Facilities Management are the primary groups on campus that implement the College's efforts to yield a healthy and sustainable learning and working environment. However, these departments work collaboratively with instructional departments, Academic Affairs, and the College's Sustainability Department, including the [Center for Environmental and Urban Studies](#),²⁰ to ensure there is a feedback loop between facility planning and curricular planning. Evidence of the College's sustainability planning can be found in the [Master Plan for Education](#),²¹ Board Policy 2480, [Zero Waste Events](#);²² the [Sustainable Transportation Plan](#);²³ and the [Sustainability Department's website](#).²⁴

The College's Facilities Management Office responds appropriately when facilities concerns are raised by members of the college community. In the past few years, several issues have arisen that required quick mitigation, including bacteria issues with the football field's Astroturf (the College now sanitizes the field); mold issues in buildings and parking garages (the College hired experts in mold mitigation and executed recommendations); and leaky roofs (which are mended and or replaced as needed).

Some issues are associated with the age and/or design of the buildings and require longer-term responses. One such issue involves the ceiling tiles in the Science Building. The

original grid design and materials have proven problematic and unsafe, resulting in two incidents in which tiles fell, hitting employees. The College has developed an immediate solution to the safety issue and is considering the best course of action for a permanent solution (replacing the tiles or possibly the entire grid system).

The infrastructure of several of the College's older buildings are now presenting challenges that require longer-term responses. Although the College has typically benefited from cooling ocean breezes to keep room temperatures reasonable, recent climate changes in the last few years have resulted in high temperatures in buildings that do not have air conditioning, which has resulted in extreme discomfort for faculty, students, and staff. For several years, the Facilities Department provided fans to the classrooms where there have been complaints about the heat to mitigate the problem. The fans only provided limited relief, and during Fall 2015, the Santa Monica area had record high temperatures and humidity for a prolonged period of time. The College contracted with an HVAC company to develop a [mitigation plan](#)²⁵ and the College has begun the process of installing temporary air conditioning to the non-air-conditioned buildings.

The College has a number of non-construction programs designed to yield a healthy and sustainable environment; they also highlight how the College uses its physical resources as a living learning laboratory that connects facilities planning and management to instructional programs and Institutional Learning Outcomes. Key projects include the following:

- *SMC Bike Park* (a 400-space bike parking facility) and bike rentals through the City's [Bikeshare](#) program²⁶
- [Water Refilling Stations](#)²⁷
- [Organic Learning Garden](#)²⁸
- [Green Cleaning Program](#),²⁹ which includes the use of environmentally preferable janitorial products and equipment.

The College has additional policies and practices that focus solely on a healthy learning and working environment. One such policy is the College's [Smoke-Free Campus policy](#), Board Policy 2440.³⁰ Likewise, the students, faculty, and staff have identified healthy eating as a priority of the College. To assess the impact of these policies and practices, the College conducts a College Services satisfaction survey for [students](#)³¹ and [employees](#)³² every three years. The [results of this survey](#)³³ helped to inform the College's subsequent food vendor selection process by focusing on vendors who offer healthier food options, including vegetarian and vegan choices. In addition, the DPAC [College Services Planning Subcommittee](#)³⁴ worked with the Associated Students to implement a Free Lunch Voucher program called [FLVR](#) to provide nourishment to low-income students and worked with food vendors to provide healthy options for program participants.³⁵

Analysis

Santa Monica College is committed to the safety and well-being of its students, faculty, staff, and community partners who visit the campus. Through a multi-pronged approach that includes multiple offices and programs, the College develops and implements policies, processes, and practices to assure safe and sufficient physical resources at all locations. When issues that impede the accessibility, safety, and security of the college community are identified, the College responds quickly and efficiently to mitigate the situation.

The on-campus shooting in 2013 raised the college community’s awareness of the need for a comprehensive emergency preparedness plan. Since then, the College conducts emergency drills involving the entire college community at least once a semester. Evaluation and assessment is a key component of these drills. The most recent drill was conducted in October 2015 as part of the [California ShakeOut](#).³⁶ The College’s Office of Institutional Research distributed an online survey to the campus community to assess awareness and knowledge of emergency evacuation procedures. The results indicated that the majority of respondents received adequate information regarding emergency preparedness and were able to evacuate as planned:

- 83 percent of respondents were able to locate an evacuation area;
- 84 percent of respondents received an emergency notice to evacuate through email, phone, or text;
- 67 percent knew who their building monitors were; and
- 78 percent and 61 percent knew where the fire extinguishers and AED devices were located, respectively.

Plan

Based on an analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress. However, the changing global environment requires the College to take action regarding the buildings where prolonged heat spells impact student learning and the safety of the staff, faculty, administrators, and students. The *Master Plan for Facilities* update will include new buildings that address adequate heating and cooling systems, but new facilities will require years to plan, fund, and build. Therefore, the College has actively pursued alternative solutions for buildings that lack air conditioning.

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective: Develop and implement a solution for excessive temperature mitigation in buildings without air conditioning.			
Explore solutions for providing air conditioning to buildings that lack HVAC.	Facilities Planning DPAC Facilities Planning Subcommittee	Completed	Bidding documents prepared.
Solicit bids for implementing the chosen plan.	Facilities Planning Purchasing	Completed	Successful bidder contracted with to implement the chosen solution.
Implement the solution.	Facilities Planning Selected Contractor	2016-2020	Heat mitigation in buildings without air conditioning.

IIIB.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Santa Monica College engages in comprehensive master planning, complemented and informed by annual program planning, to ensure effective utilization of its physical resources and to maintain the quality necessary to support its programs and services and achieve its Mission. These plans are used to guide the acquisition, construction, and renovation of college facilities on an ongoing basis. However, the College retains flexibility to respond to new programming opportunities, external mandates, and unforeseen challenges or concerns.

Planning for the provision of safe and sufficient physical resources to support programs and services is encompassed within the *Master Plan for Education*, which defines the goals and objectives for the College and provides guiding principles for facilities planning. For example, in the 2015-2016 plan, Objective 5 states that the College will “[e]xplore and inventory unmet space needs and physical facilities available to accommodate those needs, including program space (e.g. Supplemental Instruction) and office space (e.g. to accommodate part-time faculty office hours).” The *Comprehensive Facility Master Plan* focuses on facilities issues related to specific projects needed to meet the goals set forth in the *Master Plan for Education* and ensures that programs, services, and learning facilities are adequately provided for and maintained. Updates to both plans are integrally tied to instructional needs as demonstrated by facilities projects affecting nearly every discipline.

The College engages in two primary types of facilities planning: [long-term planning](#),³⁷ which results in updates to the *Comprehensive Facility Master Plan*, and [short-term planning](#),³⁸ which occurs on a continuous basis and identifies new needs that require near-term action. Both types of facilities planning are informed by the annual program review process.

Analysis

Santa Monica College maintains a very aggressive and successful ongoing facilities improvement planning and implementation process. The use of a comprehensive facilities master planning process coupled with annual program review planning assures that the needs of the college community, by program, by department, and collectively, are addressed. Both the master planning process and the annual program review planning tie into the *Master Plan for Education* to help ensure that all proposed facilities improvements support achievement of the College’s Mission and strengthen the teaching and learning environment.

To ensure proper maintenance and operation of a growing campus, the College is working to develop policies and procedures for guiding, documenting, and evaluating departmental performance, including the development of a Total Cost of Ownership Plan – which is currently in work but expected to be implemented during the 2016-2017 academic year – that will help ensure that the College is planning for the ongoing maintenance and upkeep of its new facilities. The College is committed to the implementation of new cutting-edge practices and technologies that ensure the development of world class facilities, such as an advanced energy management system and new HVAC (heating, ventilating, and air conditioning) chiller systems. Likewise, the College’s policy to build LEED (Leadership in Energy and

Environmental Design) certified buildings has helped to curb operational costs. However, these new practices and technologies often require enhanced skill sets on the part of the staff assigned with maintaining and upgrading these systems. The Facilities departments document their needs in their respective [program review reports](#) and work with Human Resources and the Personnel Commission to update job descriptions, provide training to existing staff, and hire new personnel so that these systems can be properly maintained.³⁹

As the institution moves forward with new instructional and student support programming such as the new Interaction Design baccalaureate degree program, these programs will continue to consult with Facilities Planning and Management to ensure that the College's physical resources can accommodate plans that require new facilities and equipment. While expansion of the distance education program did not have any significant impact on the physical plant, the increased use of computer-based instructional software and hardware has demanded increased network and server capacity, often in buildings that did not have the cooling and electrical capacity to maintain these systems. In order to provide the necessary facilities, the College built a new Information Technology building, which opened in 2015.

Plan

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

IIIB.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The College evaluates the feasibility and effectiveness of its physical resources in supporting institutional programs and services through the annual and comprehensive program review process. Evaluation of the College's physical resources respond to two primary questions:

- 1) At a practical level: Is the implementation of facilities planning and management an effective and efficient process?
- 2) At an institutional level: Are the College's physical resources effectively addressing the needs of the College's instructional and student support programs and ultimately helping to achieve the Mission of the College?

For example, the Bachelor of Science degree in Interaction Design will be housed in the newly remodeled Center for Media and Design as part of the Design Technology department. The physical resources of this remodeled building were designed to meet the needs of the existing, lower division coursework which is now part of the baccalaureate degree program. The upper division coursework shares the same needs in terms of facilities and equipment, and will be well accommodated in the new space. In fact, the upper and lower division classes will be held in the same classrooms utilizing the same equipment. The Interaction Design program will provide analysis of facilities needs in its annual program review report.

Given this dual focus of facilities planning and evaluation, the offices of Facilities Planning and Facilities Management, as well as the instructional and student support programs, review the feasibility and effectiveness of the College's physical resources, each from their unique perspective. These reviews occur on an annual basis as outlined through the program review process. Each program has identified specific evaluation procedures and processes that take

into consideration utilization and other relevant data.

Facilities Planning and Evaluation: The goal of the Facilities Planning Office, as noted in its 2011 Comprehensive Program Review, is “*to provide outstanding facilities to enhance the learning environment,*” taking into consideration strict state guidelines for building safety, environmental regulations, and sustainability. The office evaluates the effectiveness of its efforts in meeting this goal through feedback from institutional planning bodies, including the DPAC Facilities Subcommittee. Additional evaluation takes place through the various documents including an [annual space inventory](#)⁴⁰ and [Construction Projects Update](#),⁴¹ both of which contribute to the [Five Year Construction Plan](#).⁴²

Maintenance Planning and Evaluation: The Facilities Management Department maintains the infrastructure necessary to create a safe and inclusive learning environment. As part of its [annual program review process](#),⁴³ the department uses the work order system to track work requests by functional area (i.e., mechanical, custodial, or grounds) and analyzes the data to determine how effectively it is managing its resources. The department has implemented system improvements as a result of analyzing this data, including a [notification process](#) that informs the requestor that the work has been completed and provides an opportunity for the requestor to provide feedback.⁴⁴ In addition, a new [Facilities Management Department webpage](#)⁴⁵ allows quicker access to maintenance information and a link to the work order system.

Instructional and Student Support Review of Physical Resources: Instructional programs and student support services are responsible for evaluating the degree to which the College’s physical resources are meeting program needs through the program review process, specifically by identifying 1) issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year and 2) additional capital resources (facilities, technology, and equipment) that are needed to support the program as it currently exists. These responses are considered through the institutional planning processes and ultimately serve as the best assessment of the feasibility and effectiveness of the College’s physical resources in achieving the Mission of the institution.

Analysis

Through careful planning, the College has been able to maintain the principles and bring to fruition the goals outlined in the 1998 *Comprehensive Facility Master Plan* and updated in the 2010 plan. These accomplishments have occurred in spite of what initially appeared to be insurmountable obstacles resulting from limited availability of college-owned or leased land. By working closely with the community and communicating instructional needs to external constituency groups, including the City of Santa Monica, the District has secured private funding and passed bond measures, making it possible to purchase nearby property, and thus allowing for continued expansion to meet the physical space needs of students, faculty, staff, and programs.

The College evaluates the effectiveness of its physical resources through a variety of tools that includes feedback from end users, utilization reports, response times, and responses to state requirements. Key to maintaining the feasibility and effectiveness of the College’s physical resources is the development and implementation of a Total Cost of Ownership plan. This plan, which is currently in draft form, uses nationally recognized standards

developed by the American Association of Physical Plant Administrators to determine the College's current level of effectiveness and identify necessary improvements.

Plan

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

IIIB.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

As mentioned in IIIB.2 and IIIB.3, the College's Fiscal Services Office is currently working on a Total Cost of Ownership calculation that will help the College identify and plan for the "true cost" of its current and new facilities and equipment. This plan recognizes that while the cost of capital construction represents a large cost in a short period of time, the costs to maintain and operate a facility will continue annually for at least 50 years. As such, it is crucial for the College to understand and budget for its facility operations.

Once completed and approved by the college community, Fiscal Services will integrate the plan into the College's capital planning process, both for new construction, as well as major renovations, the implementation of new equipment, technologies, and systems, and other improvements that will have a significant impact on the College's physical resources. The College is currently in the initial phases of updating its *Comprehensive Facilities Master Plan*. All new construction projects included in the 2016 *Facilities Master Plan Update* will include a Total Cost of Ownership analysis. This analysis will be updated at each stage of the project, from design to construction to implementation

Analysis

Santa Monica College has conducted an initial review of its staffing patterns and the quality of their performance. In the coming years, the College will be adding additional square footage and is planning for this expansion now. One of the challenges of new construction, as mentioned, is that the majority of current and future building projects are incorporating technologies and systems that are substantially different than existing systems. As such, some members of the College's facilities team may not have the skills necessary to maintain and update these systems. Thus, as the College implements the Total Cost of Ownership Plan, the Human Resources Department, in conjunction with the Personnel Commission, will work with the Facilities team to revise job descriptions, provide training, and hire new staff.

Plan

Based on an analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress. The following plan addresses the need for ensuring that the Facilities team has appropriate skills and training necessary to support the College given the latest technology and system updates.

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective: The College will ensure that the Facilities team has the requisite skills needed to effectively maintain new buildings and other elements of the College's physical plant.			
Review and update job descriptions, as needed.	Personnel Commission	Ongoing	Job classifications reflect the current job skills and knowledge.
Provide job training for existing employees who need upgraded skill sets in order to maintain new buildings and systems.	Human Resources	Ongoing	Facilities team employees are able to perform their jobs with the requisite skills.
Hire additional staff, as needed, to support new and upgraded facilities.	Personnel Commission Human Resources	Ongoing	Sufficient staff are available to maintain all college facilities.

LIST OF EVIDENCE FOR STANDARD IIIB

- 1 IIB1_Facilities_Inventory_Certification_2015-16.pdf
- 2 IIB1_SMC_Facilities_Master_Plan_2010_Update.pdf
- 3 IIB1_Emergency_Relocation_of_Persons_with_Disabilities_webpage.pdf
- 4 IIB1_Emergency_Preparedness_Guide_10-6-2011_DSPS.pdf
- 5 IIB1_Chemical_Hygiene_Plan.pdf
- 6 IIB1_Consolidated_Contingency_Plan.pdf
- 7 IIB1_Emergency_Preparedness_Trainings_webpage.pdf
- 8 IIB1_Building_Monitor_Duties.pdf
- 9 IIB1_Emergency_Preparedness_Taskforce_and_Committees.pdf
- 10 IIB1_Emergency_Preparedness_Taskforce-Recommendations_1-28-2014.pdf
- 11 IIB1_Report_for_BT-Emergency_Preparedness_Update_2-4-2014.pdf
- 12 IIB1_Emergency_Preparedness_survey
- 13 IIB1_Improvements_to_Emergency_Preparedness_Systems.pdf
- 14 IIB1_EP_Booklet.Final.pdf
- 15 IIB1_SMC_Emergency_Preparedness_webpage.pdf
- 16 IIB1_2015_Annual_Security_Report.pdf
- 17 IIB1_Emergency_Preparedness_Pamphlet.pdf
- 18 IIB1_Student_Tool_Kit.pdf
- 19 IIB1_Faculty_and_Staff_Tool_Kit.pdf
- 20 IIB1_Center_for_Environmental_and_Urban_Studies.pdf
- 21 IIB1_Board_Sustainability_Goals_from_MPE_2015-2016.pdf
- 22 IIB1_BP_2480.pdf
- 23 IIB1_SMC_Sustainable_Transportation_Plan.pdf
- 24 IIB1_Sustainability_Department_webpage.pdf
- 25 IIB1_HVAC_Upgrade_Study_May2016.pdf
- 26 IIB1_BikeSMC_webpage.pdf
- 27 IIB1_ProgramReview_FoodandVending.pdf

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- 28 IIIB1_OrganicLearningGarden_webpage.pdf
 - 29 IIIB1_Green_Cleaning_Program_Manual.pdf
 - 30 IIIB1_IIIB1_BP2440_SmokeFreeCampus.pdf
 - 31 IIIB1_College_Services_Satisfaction_Survey_for_Students.pdf
 - 32 IIIB1_College_Services_Satisfaction_Survey_for_Employees.pdf
 - 33 IIIB1_College_Services_Satisfaction_Survey_Report_2012.pdf
 - 34 IIIB1_DPAC_College_Services_Subcommittee_Minutes_10-16-2015.pdf
 - 35 IIIB1_FLVR_Program_Summary.pdf
 - 36 IIIB1_ShakeOut_webpage.pdf
 - 37 IIIB2_Description_of_SMCs_LongTermPlanning_Process.pdf
 - 38 IIIB2_Description_of_SMCs_ShortTermPlanning_Process.pdf
 - 39 IIIB2_Facilities_Management_and_Planning_Program_Review_Reports
 - 40 IIIB3_Space_Inventory_Report_17_2015-2016.pdf
 - 41 IIIB3_Construction_Projects_Update_7-1-2015.pdf
 - 42 IIIB3_BT_Agenda_7-5-2016_5-year_Construction_Plan.pdf
 - 43 IIIB3_Positive_feedback_from_Facilities_Planning_Program_Review.pdf
 - 44 IIIB3_Workorder_System_Screenshot.pdf
 - 45 IIIB3_Maintenance_Work_Request_online.pdf



STANDARD IIIC: TECHNOLOGY RESOURCES

IIIC.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Santa Monica College recognizes that the rapid technological transformation underway around the globe continues to change how students, faculty, staff, and partners work and learn; actively plans how technology will improve the College; and makes institutional decisions based on technology needs and trends.

To maximize effectiveness, the college community coordinates technology planning efforts through the District Planning and Advisory Council (DPAC). DPAC has established a subcommittee specifically focused on technology, the Technology Planning Subcommittee (TPC), which is responsible for developing and updating on an annual basis the *Master Plan for Technology*. The *Master Plan for Technology* merges the instructional technology recommendations of the Academic Senate Joint Information Services Committee with instructional, administrative, and infrastructure technology needs identified by the College’s Information Technology (IT) Department. The College then establishes priorities based on this plan and makes resource allocation recommendations.

The following Academic Senate joint committees are involved in the technology planning:

- *The Academic Senate Joint Information Services Committee (ISC)* serves as an advisory body to all instructional services programs makes recommendations regarding instructional computing resources and funding allocation for technology projects.
- *The Academic Senate Joint Distance Education (DE) Committee* is responsible for the College’s distance learning program. The committee discusses platform needs and concerns and makes recommendations regarding the DE program.
- *The Academic Senate Joint Career Technical Education (CTE) Committee* is responsible for the enhancement and development of CTE programs, identifying new equipment and technologies needed to maintain currency with industry standards.
- *The Academic Senate Joint Program Review Committee* asks all college programs to assess their current and future technology needs in the annual and six year program review reports. These findings are summarized and shared with various planning entities.

Guided by principles of participatory governance, these committees are integrated with other central planning groups, all of which collectively provide a mechanism for soliciting input and feedback from the college community and establishing [technology objectives](#).¹ A chart diagramming the College’s [technology planning](#) process can be found in the evidence.²

Santa Monica College has a successful history of expanding its technology services to improve its student success capabilities and meet myriad operational requirements. The program review process, the technology planning committees, DPAC, and the DPAC planning subcommittees all play a role in identifying technology needs for inclusion in the *Master Plan for Technology* and/or the *Master Plan for Education*.

Technology for Management and Operational Functions

The College employs an array of technology solutions to enable the effective governance, management, and oversight of its academic and business operations; at the core of the resource planning system is an internally developed Integrated Student Information System (ISIS) that houses all of the College's student information. This system interfaces with the College's other data management system, including the Los Angeles County Office of Education's PeopleSoft systems for finance, payroll, and human resources. Other solutions are outlined below:

- Cloud and Integrated Software as a Service (SaaS): These solutions integrate the College's enterprise resource planning systems and its student information systems. With a single login, users can access multiple third party software systems and services. For example, all students have a Gmail account that can be accessed through their college network account. This integration and single login access reduces costs for students and advances equity among students of varying socioeconomic backgrounds.
- Web Content and Social Media: In 2010-2011, the main website underwent a second major redesign to improve its functionality and provide a more uniform web presence. The College instituted SharePoint as its content management tool, which allowed faculty, staff, and departments to maintain their own web pages.
- Mobile and Remote Access Services:³ This solution accommodates the use of mobile devices and provides convenient 24/7 access to key services. The IT Department has developed a student portal that allows students to access the same content and perform the same tasks from their mobile device as they would from a computer.

There has also been increased demand from college employees for remote access to the College's various enterprise business services. The IT Department has expanded the use of Citrix software to provide remote access to services, tools, and information, while the College remains in full control of confidential information.

- Network and Wireless Infrastructure: Ensuring reliable access to internal and external Internet resources and supporting the proliferation of networked devices such as smart phones, tablets, and laptops is critical to all members of the college community. The College has achieved a 1,000 percent increase in internal bandwidth on campus and between satellite campuses and also added over 200 new wireless access points, targeting areas with high demand, such as the library and cafeteria.
- Business Continuity/Disaster Recovery: The College is currently developing a disaster recovery and business continuity plan and system so that it may continue essential operations after an unexpected natural disaster or other event that disrupts physical operations. The [plan](#), which is still under review, relies on cloud-based virtualization software as a means for maintaining systems in the event of a loss of physical space and includes an out-of-state disaster recovery site.⁴

Technology for Academic Programs

The College's academic programs are prime users of information technology tools and resources, with high technology programs that depend on up-to-date software and hardware to ensure that students graduate with the skills that employers want, such as the College's Career Technical Education (CTE) programs. To support these programs, the College updates its technology, equipment, and materials each year to ensure that students obtain the best possible learning experience to meet or exceed current industry standards. In addition to the high technology programs, many of the departments also offer learning resource centers and/or computer laboratories to support their programs. These [labs](#) provide over 2,000 physical computers to serve the students' technology access requirements.⁵

The IT Department also initiates new projects to strengthen the quality of the academic programs and reinforce their ability to achieve the Mission of the College:

- **Curriculum Management Module**: To manage curriculum development and revisions, the College implemented CurricUNET, a commercial curriculum management solution that provides an online strategy to efficiently create, review, and maintain curriculum.
- **Electronic Program Review Module**: The Academic Senate Joint Program Review Committee is working with CurricUNET to streamline the online program review module. The tool is still relatively new. It stores annual and six year [program review](#) reports which are available to anyone to view and allows programs to compile longitudinal data and analysis to effect continuous program improvement.⁶
- **Computer Resource and Service Virtualization**: The lack of facility space, financial limitations, and security issues have presented challenges in providing students, faculty and programs with access to up-to-date software. To overcome these challenges, the IT Department has worked with the academic programs to transition to a fully virtualized server infrastructure, which allows the College to offer online academic services without requiring additional physical space and technological support. One example of application virtualization is the efficient delivery of academic services in the Modern Languages and Cultures Department. With funding from a Santa Monica College Foundation Innovation Grant, the Modern Languages Department purchased SANSSpace, a virtual language learning platform to supplement teaching and provide students with remote access to additional language support. This service eliminates the requirement for students to visit a physical computer lab, thus enabling students to obtain the highest levels of access and equity technically possible.

Technology for Teaching and Learning

Technology advancements, such as the use of 3-D printers and the proliferation of smart mobile devices, create new opportunities to engage students both in the classroom and out of the classroom through student support services and other learning processes. Over the past five years, despite severely limited funding resources, the College developed systems in several areas, including classroom management and outcomes assessment:

- **mProfessor Faculty Roster and Portal**: The College developed a completely mobile-ready faculty portal, [mProfessor](#), short for Mobile Professor. This portal enables faculty to manage their classes anytime, anywhere, and from any device.⁷

- Electronic/Integrated Student Learning Outcomes (SLO) Assessment Collection: As part of the College's continuous improvement/program review process, the College developed the means for faculty to electronically assess [Student Learning Outcomes \(SLOs\)](#) attainment.⁸ The system, fully integrated with mProfessor, ensures the systematic collection of both institutional and course-level student learning outcome data.
- Smart Classrooms Technology: The College has implemented smart technology in 98.6 percent of its classrooms, and by the 2016-2017 academic year, 100 percent of classrooms will have smart technology. The standard classroom package includes an instructor computer, a guest laptop or device connection, a document camera, Internet connection, projector, and DVD player. Several of the College's 230 classrooms have more advanced technology, including interactive boards, iPads for student use, and iClickers for faculty/student communication and assessment. Many of these upgrades were the result of grant-funded activities that required the use of more advanced technologies.
- Professional Development Activities in Support of Technology Use: Rapid changes in classroom technologies require the development of new skill sets for faculty and support staff to fully leverage these new solutions. The College established the [Center for Teaching Excellence](#),⁹ a new facility designed to provide faculty with the technical resources required to learn these new skill sets, detailed in Standard IIIA. The College also promotes the use of technology resources and end user training opportunities, such as the statewide @One online training workshops and CCCconfer resources.
- Distance Education: The College offers a large Distance Education program to support the teaching and learning goals of the institution. For nearly 20 years, the College has partnered with eCollege/Pearson Learning Studio to offer its Distance Education program, and together, they have developed unique tools to support the academic environment. However, in Fall 2016, the College is scheduled to begin its migration to the Instructure [Canvas](#)¹⁰ course management system. This move comes at the request of the California Community Colleges system and with approval from the [Academic Senate](#),¹¹ based on a recommendation from its [Joint Distance Education Committee](#).¹²

Technology for Student Support Services

As the College has expanded its use of technology to support the academic programs and overall administrative and operational functions, the College has also enhanced the use of technology to support student success, with the following innovations:

- MyEdPlan - Electronic Education Planner:¹³ Described fully in Standard IIC, the College developed this mobile-ready, interactive electronic educational planner even before the passage of California Senate Bill (SB) 1456, Student Success Act of 2012, which required educational plans to be reported to access what is now referred to as SSSP (Student Success and Support Program) funds.
- Early Alert: The IT staff worked with Student Affairs to improve the College's [Early Alert system](#).¹⁴ An integrated online application allows faculty to generate an alert to

Counseling and provide students with a list of resources and services available to help them resolve their respective academic challenges.

- New Scholarship Portal: The IT Department assisted the Financial Aid Department in implementing [Academic Works](#),¹⁵ a hosted scholarship application portal. This service allows the Financial Aid Department/Scholarship Office and the Santa Monica College Foundation to work together to efficiently process the growing number of student scholarship opportunities and facilitates students' search and application processes.

Technology to Support Student Accessibility

With regard to accessibility and technology, the College has two primary goals: 1) to ensure that technology is accessible and 2) to use technology to enhance accessibility to content and services. Thus, the College complies with [Section 508](#),¹⁶ [Web Content Accessibility Guidelines \(WCAG\) 2.0](#),¹⁷ and [Americans with Disabilities Act \(ADA\)](#)¹⁸ compliance. The College has partnered with WebAim to regularly assess the degree to which its applications and web pages are accessible and to initiate updates as needed. In addition, as part of the program review process, a member of the College's Disabled Students Programs and Services (DSPS) staff reviews all courses, materials, and services provided by programs under review for compliance and provides assistance for programs to update courses and services if they are not compliant.

With more than 30,000 students at any given time enrolled in Santa Monica College courses, a significant challenge is maintaining effective communication with students. Providing "anytime, anywhere with any device" services required that the College facilitate communications and the delivery of content between the College, faculty, and students. To accomplish this, the student [email system](#), Gmail, provides students with increased storage and integrates cloud-based services such as Google Drive, Docs, Spreadsheets, and Forms.¹⁹ Since its debut in 2010, the system has supported more than 250,000 Santa Monica College Google accounts.

Evaluation of Effectiveness

The program review process serves as the means by which the College evaluates the effectiveness of its services. As new technology features are developed and/or adapted, both the instructional and student support programs assess how technology improvements impact student learning and achievement. The individual results of these assessments are shared with the Program Review Committee, which then summarizes and shares both successes and concerns with the relevant departments, including the Media Services and IT departments, as well as DPAC and its planning subcommittees. This feedback is also integrated into the *Master Plan for Technology* and the [Master Plan for Education](#) as appropriate, thus ensuring that the College is engaged in ongoing quality improvement activities at all levels.²⁰

In addition to program review, the College regularly conducts surveys to assess the appropriateness and adequacy of its technology services. One such survey is a [Student Technology Survey](#)²¹ that the College regularly distributes to identify end user needs and assess how well the College is addressing these needs. The most recent [survey](#) in 2014²² focused on the increased use of mobile technologies and whether or not students had the access they needed. These [survey results](#)²³ have been used by the IT Department to improve

services including, for example, adding wireless nodes to address concerns about coverage, as previously discussed.

The College also collects feedback from end users for many of its new innovations, such as MyEdPlan. Counselor and student feedback has been integral to all phases of the development, pilot, implementation, and assessment of MyEdPlan. Counselors worked with IT to design the product, while others participated in a pilot project, which led to several changes/additions. Students and counselors continue to submit feedback on MyEdPlan through an embedded feedback form. Finally, counselors also completed an end user [satisfaction survey](#).²⁴ A summary of these results indicated among other findings that 78 percent of counselors reported being very satisfied/satisfied with MyEdPlan.

Analysis

The past six years have been a period of extraordinary growth in technological resources and support, despite economic hardship and technology staff shortages. The evidence frames how the College provides appropriate and adequate technology services, professional support, facilities, hardware, and software to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

A prime example of this is the technology considerations for the College's new baccalaureate degree program. The Bachelor of Science degree in Interaction Design will be housed in the newly remodeled Center for Media and Design as part of the Design Technology department. This building and its technological resources were conceptualized to accommodate the needs of the lower division coursework which is now part of the degree program. As a result, the upper division coursework, which requires the same technological resources, will also be adequately supported for effective teaching and learning and support services.

The College is proud of its efforts to implement systems that ensure the systematic collection of data and provide a solid base for the continuous improvement process. An analysis of the impact of specific projects includes the following:

- Management of the College's web presence (look and feel consistency) and end users' ability to interface with SharePoint remain areas of concern. The College has established an office dedicated to Web Content and Social Media, which is tasked with strengthening the functionality of the college website and training faculty and staff.
- Progress in establishing Cloud Services and Synchronization has expanded user access to services, but security and privacy remain points of concern.
- Mobile-device readiness ensures access to learning resources but the rapid adoption of mobile technologies has placed additional demands on the College's limited technical and fiscal resources to deliver and maintain new application types.
- Information Security requires the allocation of human and financial resources and remains at the forefront of the College's policy, planning, and decision-making processes.

- Virtualization provides students with access to courseware and learning resources through online systems which addresses the needs of students with schedule challenges.
- The popularity of video and mobile technologies placed increased demands on the bandwidth of both wireless and network services. However, the College has effectively planned and implemented improvements to network and wireless capacity required to support students, faculty, staff, and college operations.
- Banner Financial Aid: The implementation of Banner Financial Aid and its integration into the College's student portal allowed the Financial Aid Office to expand its services, resulting in a 50 percent increase in [financial aid disbursements](#) between 2009 and 2015.²⁵
- Assessment of students' achievement of SLOs is integrated with the faculty roster and ISIS, allowing easy entry of data and immediate analysis by the department.
- The implementation of MyEdPlan has been very successful in supporting students and counselors in the development, storage, and monitoring of educational plans. As of Fall 2015, students have completed 45,479 [educational plans](#).²⁶

As the College assesses the impact of these projects, it continues to plan for the future. This plan is detailed in the Quality Focus Essay.

Plan

Based on an analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress. However, as with every large institution, the College has areas that require additional effort. As part of the continuous improvement and planning process, the College has identified several areas that require a focused effort to improve as outlined in the Quality Focus Essay and the plan below.

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective: Plan for and implement improvements to the College's Technology Infrastructure.			
Improve overall web presence and integration.	Web Content and Social Media Manager	2016-2019	The college webpage is user-friendly, easily updated, and has improved functionality.
Expand the number of programs that use virtual desktop and application technologies.	IT Department	2016-2020	Additional applications increase student access and ensure equity to services.
Implement improvements to ISIS reporting functions.	IT Department Academic Affairs Student Affairs Enrollment Management	2017-2019	ISIS inputting and reporting functions are user-friendly and provide query-based functionality.
Continue to expand virtualization for course and	IT Department	2016-2021	New and existing resources are available online, reducing

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective: Plan for and implement improvements to the College's Technology Infrastructure.			
learning resources.			impact on student labs and lowering costs.

IIIC.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Santa Monica College coordinates its integrated technology planning efforts through the DPAC [Technology Planning Subcommittee](#)²⁷ and Academic Senate Joint committees, specifically the Information Services, Distance Education, and Career Technical Education committees. The Academic Senate Joint Program Review Committee is also instrumental in this process, as it receives technology needs and concerns from each of the College's academic programs, student support services, and administrative units and shares these concerns with DPAC for inclusion in the *Master Plan for Education* updates as institutional objectives in alignment with the College's Mission, Goals, outcomes, and Strategic Initiatives.

The DPAC Technology Planning Subcommittee is responsible for developing and updating the *Master Plan for Technology* and for merging the instructional technology recommendations of the Academic Senate Joint Information Services Committee with instructional, administrative, and infrastructure technology needs. This subcommittee establishes priorities according to the objectives of the *Master Plan for Technology*.

The College's IT Department, working in conjunction with end user groups, is responsible for implementing the vision, goals, and objectives of the various committees working together to achieve the Mission of the College. Operational decisions are generally decided internally by the College's highly qualified technology staff, while institutional decisions are decided by the various planning committees working with the impacted instructional and student support programs. Currently, the goals of the department mirror the goals of the College, including to facilitate access to college resources, increase equity among groups traditionally underserved by the College; and address end user needs, including those of students, faculty, and programs. The following pages provide examples of how this planning and implementation process is carried out, highlighting efforts in each major technology infrastructure domain.

- **Network:** Annual milestones are identified in the annual [Master Plan for Technology](#) updates,²⁸ including increasing connectivity and bandwidth between the main campus and satellite sites and ensuring that future expansion is considered.
- **Central Server and Storage:** The College plans, evaluates, redesigns, and implements a major server and storage refresh project every three years and makes incremental enhancements annually.

- **Mobile and Cloud Service:** The College regularly monitors performance throughput, to ensure that students, faculty, and staff have the access they need to achieve their teaching and learning goals and outcomes.
- **Technology Refresh/Replacement Plan:**²⁹ This plan addresses the ongoing replacement of technology devices on a four- to seven-year cycle, depending on the performance requirements of the devices. The plan also serves to inform the College's multi-year budget³⁰ for instructional technology, which is required for the Instructional Equipment Block Grant.
- **Technology Evaluation and Assessment:** To inform technology planning and decision-making, including the prioritization of projects, the College conducted a Student Technology Survey³¹ in May 2014 that addressed several areas, including student ownership of WiFi devices, frequency of device usage, and reasons for not using devices.

Analysis

The College continuously plans for, updates, and replaces technology to ensure its technological infrastructure and capacity are adequate to support its Mission, operations, programs, and services. The process builds upon and feeds into other planning and assessment processes, including the *Master Plan for Education* and program review. The College carefully plans and manages technology equipment refresh cycles to maximize resource utilization so that even with reduced state funding for technology over the past decade, the College has been able to move forward with many of its technology projects:

- The College's wireless access controllers were upgraded to handle 1,000 total access point capacity, which was a 1,000 percent increase. The number of deployed wireless access points increased from 40 to 220, up 550 percent from 2009. Additional wireless access points increased coverage in high-demand areas at both the Main Campus and the satellite sites. The number of supported endpoint connections increased by 1,100 percent since 2009, while WiFi endpoint bandwidth increased 1,700 percent since 2009.
- Through a comprehensive reengineering plan, the College has been able to significantly reduce the number of physical hardware machines that managed all functions to a combination of physical servers and virtual machines that offer more than 10 times the resource capacity when compared to a traditional approach.
- The ongoing expansion of mobile and cloud services are essential to the College's goal of ensuring access for all students regardless of socioeconomic status and/or technological preferences and expertise. All in-house developed services (such as ISIS, Corsair Connect, and mProfessor) and Cloud services adoption (such as Google Apps) provide mobile capability that is easily accessed via any computer, tablet, and/or smart phone. Likewise, to the extent possible, all instructional technology resources in support of teaching and learning and the College's coursework, such as Google Apps, Microsoft, eCollege/eCompanion, Turnitin, Wimba, and other discipline-specific software, are integrated and supported through mobile and cloud services. However, depending on the software's age, license restrictions, and/or use case, remote or mobile access is not always feasible. In these cases, the College pursues other options to ensure access, such as Citrix virtual application technology.

- The College’s technology refresh plan, which addresses both student computing facilities and employee workstations, is a seven-year plan that outlines the existing asset inventory, the current life cycle and replacement timeline for each technology, and fiscal needs for replacement. It is reviewed and updated annually.
- Feedback from the Student Technology Survey provided valuable information that the College immediately used to enhance program goals and objectives, program planning, policy, and decision-making.
- Increases in Network access and bandwidth requirements also facilitated the implementation of the campus safety technology project, including a networked central emergency alert system, fire alarm system, several hundred electronic surveillance cameras, and a door/entry access control system.

Plan

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

IIIC.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

As part of the technology planning processes, the College considers both capacity and maintenance and has developed multiple plans to ensure that both are addressed simultaneously on an ongoing basis. This includes upgrade plans for core network infrastructure, campus wide software, and end user technology, regardless of location.

Campus Wide Efforts to Ensure Access: The College provides and maintains more than 2,000 computers for students throughout its multiple sites, as well as more than 600 computers for administrative use and one computer for each full-time faculty member. Departments are also equipped with workgroup computers for part-time faculty. A staff/faculty resource lab on the Main Campus also provides open computer access with in-person assistance.

In addition, as more technologies become available, the College’s technology plan considers the implementation of virtualized/cloud-based services to maximize access to these technologies, particularly for those working remotely. Through these efforts, users can do anything from the satellite sites that they can do from the Main Campus with the same speed, access, and function.

Service Uptime and Reliability: In the event of a hardware component failure, the network system transparently moves services to available hardware and storage resources without service interruptions. To address any potential issues, monitoring tools are implemented to alert responsible technical managers and staff via email and phone. The IT Department also subscribes to an advance alert system, Site24x7, to monitor essential services. Notifications from this service provide near real-time detection of any service outages and enable technical teams to react and minimize the loss or impact to end users.

Authorization Access/Security Management: The College works diligently to protect personal data and information in compliance with state and federal regulations and laws. The College has implemented an array of security monitoring tools and protection software such as firewalls, proxy services, and antivirus and malware protection for email systems. To protect the confidentiality of student and employee information in this cloud-based environment, the College has deployed strong security and authentication measures to ensure that access to the system is authorized.

Campus Safety Technology: The College is in the process of implementing a multi-phased campus safety technology update plan including a new Emergency Mass Notification System and a centrally managed surveillance camera system that manages and monitors approximately 500 strategically identified locations.

Disaster Recovery: The College is moving forward with its plans to implement a comprehensive disaster recovery and business continuity infrastructure that will maintain access to essential services in the event of a disaster or interruption to local business operations.

Analysis

Santa Monica College has made significant improvements in assuring reliable access, safety, and security at all of its sites. As the College continues to plan for future capacity-building and maintenance projects, the primary concerns are to address 1) access through application virtualization, 2) security through additional physical and electronic security measures, and 3) safety via disaster recovery and business continuity efforts.

The College has already begun to implement a significant multi-campus physical security upgrade. As with any upgrade of this magnitude, additional resources, regarding both personnel and planned support equipment refresh cycles, must be considered in future plans.

Plan

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

IIIC.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The College plans, develops, and implements technology training, orientation, and instructional plans to effectively support students, faculty, staff, and administrators on technology used in their classrooms, programs, and services. Technology training addresses instructional pedagogy and delivery, universal accessibility, distance education, and institutional technology available to support teaching, learning, and student success.

Technology Enhanced Instructional Pedagogy and Delivery Training: The College provides ongoing technology training for faculty interested in integrating technology in their courses and classrooms. The College provides funding for full-time and part-time faculty to attend workshops, conferences, training, and other professional development activities off-site, and also offers an array of technology training opportunities on campus. Technology is

often addressed during the College's two annual institutional professional development days, either as a break-out session or part of a larger institutional professional development theme. Faculty-led [workshops](#) are also held throughout the year, addressing a variety of tools and software.³²

Beginning in the Spring 2014 semester, the Center for Teaching Excellence, which leads professional development initiatives for faculty and staff by working in conjunction with both the faculty and the classified staff professional development committees, implemented the [Tech Mentors Program](#),³³ which provides faculty with one-on-one support on specific tools that are introduced in workshops sponsored by the College.

The College also invites leading speakers and innovators in the field of educational technology to present workshops for faculty. For example, during the Fall 2013 semester, the College hosted two workshops facilitated by Rushton Hurley, an expert in the use of educational technology.

Finally, since many adjunct faculty have teaching commitments at other institutions that makes it difficult for them to attend professional development, the College offers "[Tech Friday](#)" training³⁴ opportunities during each semester to accommodate teaching schedules.

Faculty, Staff, and Student Technology Training on Universal Accessibility

Santa Monica College provides technology training for faculty, staff, and students in the use of assistive technologies. For faculty and staff, the College offers workshops and training sessions on a regular basis to enhance understanding of and familiarity with the types of assistive technology that students use and principles of universal design that focus on federally mandated accessibility guidelines for students with disabilities. Training opportunities may be institutional in focus or designed specifically to address the needs of a department. Training for faculty who teach online is also provided including specific training for distance education faculty relating to accessibility compliance, including an "Orientation to Accessible Design" training session.

The [High Tech Training Center](#) also manages a student computer lab, specifically for students with disabilities who are enrolled in academic courses.³⁵ Students receive one-on-one training and consultation with faculty members from the High Tech Training Center to help them develop the necessary skills to utilize the requisite assistive technologies and develop the ability to access any of the content that they will encounter in their academic courses. The College also offers specific for-credit classes for students who will be using assistive technologies to help them become familiar with and utilize industry-standard technologies and applications. These courses are limited to four students per course to allow for individualized instruction.

Faculty, Staff, and Student Technology Training to Support Distance Education

As noted previously, the College adopted eCollege/Pearson Learning Studio as its online learning and course management system nearly 20 years ago. The College has used eCollege to support all of its distance education offerings; however, on-ground faculty have also used many of its tools to support their classes as well, including threaded discussions, mass email distribution, and student/faculty and student/student interactions. These companion tools are collectively referred to as eCompanion by the college community.

The College offers training for Distance Education (DE) faculty through a number of training support services (or “prongs”), which assist faculty as they develop a new course. These services include peer mentoring, on-campus workshops, webinars through the DE Department and external vendors, and individualized support from the DE Department. Trainings vary in terms of meeting the technology needs and sophistication of users and include faculty teaching at a distance, faculty using eCompanion tools, and faculty who teach hybrid courses. The College has also provided training through the eCollege faculty training institute, as well as on-campus trainings and live and archived custom webinars. The DE Department notifies faculty of these trainings via [email](#) and a Distance Education newsletter.³⁶ The DE Department has also offered numerous webinars to faculty on a multitude of topics to further their knowledge regarding the technologies available in the eCollege platform, and broaden their understanding of teaching pedagogies in an online format.

Many of these on-campus trainings and all of the College’s live webinars are facilitated by eCollege staff as part of the College’s contract with eCollege. The webinar trainings are open to all faculty and are archived in [FAC 101 Faculty Support](#)³⁷ for future reference anytime/anyplace. The College also piloted a “Distance Education Faculty Readiness” hybrid course to augment the ongoing instructional support provided to new and experienced distance education faculty provided through the [@One Project](#).³⁸

All DE faculty have had access to eCollege’s iSupport technicians and have used this team to address questions specific to instructional multimedia, as well as to course development, instructional design, and online pedagogy. There is also access to a robust self-paced, online, faculty-designed tutorial that resides on the eCollege platform and covers pedagogy as well as how to effectively use the tools within the platform. The College also provides individualized support to DE faculty through a dedicated Distance Education Multimedia Specialist who helps faculty remain current in the use of effective distance education tools and strategies.

As the College prepares to move from eCollege to Instructure Canvas as part of a statewide effort among the community college system to centralize distance education platforms, the college community will continue to work diligently to train and support faculty, not only as they migrate their courses to the new platform, but as they work to incorporate new tools and technologies through Canvas. The College is offering workshops for students to familiarize them with the Canvas learning management system and the tools available to support teaching and learning. These [in-house training modules](#) will be augmented with workshops provided through Canvas and the [@One Project](#).³⁹

For students planning to enroll or who are currently enrolled in online, on-ground, and/or hybrid courses, the College provides a [Student Orientation Tutorial](#)⁴⁰ located on the eCompanion/eCollege platform itself. Students are sent an email message the day after they enroll in an online/hybrid course including information instructing them to complete the orientation. Students have access to this tutorial the day after they enroll, even if it is months before any class becomes “unlocked” (i.e. students have access to the course shell).

The College also developed an “online readiness” introductory video. This video features Santa Monica College students discussing expectations and strategies for being successful in an online course. Some of the instructional departments also provide specific training for

students preparing to take classes online. For example, the ESL department has offered [workshops](#) on using the eCompanion/eCollege platform for ESL students.⁴¹

Student, Faculty, and Staff Training for SMART Classrooms and Reprographics

The College's Media Services and Reprographics office offers training to faculty and staff on the use of instructional technology, including multimedia in the classroom and reprographics. Media Services provides an array of training and support to faculty and staff focusing on the use of technology in Smart classrooms, including an array of audio/visual equipment. The College's smart classrooms are supported by a team of five media technicians that train, troubleshoot, and maintain all of the College's technology-outfitted classrooms.

Training is also offered to faculty and staff regarding how to use the [Web Print](#) online submission system.⁴² The majority of the institution's faculty uses the online job submission system, which allows people to send their print jobs from anywhere/anytime via the Internet. The College provides new faculty with a printed or online customized user guide to get started and this information is also available on the [Media and Reprographics website](#).⁴³

Other Technology Training and Support for Students, Faculty, and Staff

The College also offers an array of individualized training and support to assist faculty and students as they utilize the various computer labs and classrooms across campus. Each lab has specific needs and provides different training and support options from lab orientation for first-time users to mini how-to manuals and frequently asked questions brochures. For example, in the Modern Language lab, students are required to complete an online orientation developed by the department on how to use the lab.

For faculty and staff, the College provides a designated technology hub through the Faculty and Staff Technology Resources Lab, as well as an online technology training through third party vendors such as Element K, Skillsoft, and Linda.com.

Analysis

The College recognizes the importance of technical training and support and invests staff time to keep up with the various desktop operating system and application updates. While many of these upgrades are identified and pursued by IT and Media Services, the academic programs also request new technologies. As "cloud" computing flourishes as an emerging technology, the need for user support is also increasing. While the College has provided the necessary technical support and training to help faculty and staff stay abreast of the rapid technological advancements during these past six years – in large part due to the many grants that the College has secured – continued improvements will stress the College's technology support services.

The pending move to Instructure Canvas as the College's distance education content management system will require a significant investment in time as the College revamps its training and technical support services for both online faculty and faculty who use distance technologies to enhance their on-ground courses. The College has initiated the migration to the Canvas platform and will work diligently to train and support all of the existing online instructors. Student training resources will also be available, including a revised student orientation tutorial that the Distance Education (DE) Department will update to include specific references to Canvas as appropriate.

Plan

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

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective: Implement training and other support to faculty, staff, and students as the College migrates from the eCollege to the Canvas platform.			
Contract with Canvas to provide initial training to the pilot DE classes undergoing migration.	DE Department	2016	Initial cohort of faculty are trained on the new platform.
Develop analogous training modules.	DE Department	2016-2017	Training available for all DE faculty.
Revamp FAC 101 to reflect changes specific to the Canvas program.	DE Department Academic Senate Joint DE Committee	2016-2017	FAC 101 updated to include specific information about the Canvas platform.
Publicize @ONE online courses and webinars to college faculty.	DE Department	Ongoing	Faculty are aware of training available to them.

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The Academic Senate Joint Information Services Committee plans and initiates policy and procedural processes that support effective use of instructional technology on campus, and the Academic Senate Joint Distance Education Committee works in tandem with this committee to make recommendations to the Academic Senate regarding policies and plans for the DE program. The result of this collaboration ensures that Institutional Learning Outcomes, Supporting Goals, and Strategic Initiatives are reflected in the *Master Plan for Technology* and are supported by board policies and administrative regulations that guide the appropriate use of technology in the teaching and learning process. An example is the process by which the College formalized its Computer Use Policy, described in [Board Policy 2512](#)⁴⁴ and [Administrative Regulation 2515](#).⁴⁵ The Information Services Committee initiated and drafted the first Computer Use Policy based on input from faculty, staff, students, academic administrators, classified managers, and IT staff. The draft policy was then reviewed and approved by DPAC and recommended to the Superintendent/President for implementation. Other policies that have resulted from the participatory governance process include the following [board policies](#)⁴⁶ and [administrative regulations](#).⁴⁷

- BP 2510, Information Technology Mission Statement
- BP 2511, Information Management and Network Programming
- AR 2512, Accessibility Standards for Electronic and Information Technology
- AR 2513, Computer Hardware and Software
- AR 2514, Telecommunications

Student use of computing resources is addressed in [Administrative Regulation 4435](#), Responsible Use of Computer Resources.⁴⁸ This regulation requires that all students must sign a written “Acceptable Use Agreement” and agree to responsible usage of computer resources as defined in this regulation. The regulation defines key terms, outlines student privileges, identifies expected ethical standards, and denotes inappropriate uses and consequences. Responsible use is also addressed in the [Student Code of Conduct](#).⁴⁹

When courses are designed to be taught through the distance education (DE) platform, faculty are required to complete the [Distance Education Review and Approval Checklist](#)⁵⁰ and submit it with the Course outline of Record to the Academic Senate Joint Curriculum Committee as described in the [DE Course Proposal Procedures](#).⁵¹ Part of the Curriculum Committee’s vetting [process](#)⁵² considers if sufficient and appropriate student/instructor, student/student, and student/content interaction are possible at a [distance](#) via the proposed technology.⁵³

The College has also developed internal operating policies and procedures to support its Bring Your Own Device (BYOD) initiative. Given that the College encourages student and faculty to bring their own preferred devices to campus to use with the College’s secure Wi-Fi services, the College has developed guidelines to ensure the security and reliability of its system while still offering efficient access to end users.

Guidelines for Accessible Technology and/or Digital Materials Acquisitions

The College has supported the use of assistive technology since the passage of Section 508 and created Administrative Regulation 2512 to ensure the continued support of universal access to technology and electronic materials, including software, multimedia content, computers, telephones, closed captioning, and accessible interactive web pages.

Accessibility is always considered for major software and system acquisitions. Additionally, all faculty who attend technology training workshops are provided a handout on Section 508. Several operating policies and practices are in place to encourage the adoption of accessible digital instructional resources, including the following:

- Before on-ground or DE course proposals are reviewed, the Curriculum Committee requires programs to consult with a DSPS faculty member regarding accessible web design.
- All programs/departments going through program review have a web access evaluation and/or consultation with a DSPS faculty member.
- DSPS faculty members have made multiple presentations on accessible web design for the campus community.
- The College’s Instructional Technology programmers are committed to creating accessible online resources (e.g., student portal Corsair Connect).
- Occasionally, web resources that are not accessible to everyone are made available to the campus community because they provide unique advantages. In such cases (e.g., Google Docs), the usage is never mandated and back-up plans are strongly encouraged.
- Distance Education and other campus programs strive to integrate accessibility into their trainings and support.
- FAC 101, the eCollege class for DE faculty, has a unit introducing the basics of accessible web design.

Analysis

Through its participatory governance process, which includes students, faculty, staff, and administrators, Santa Monica College has developed policies and procedures to guide the appropriate use of technology in the teaching and learning processes. Board policies and administrative regulations are complemented by internal operating procedures and guidelines that are reviewed and updated regularly by the Academic Senate Joint Personnel Policies Committee and the DPAC Human Resources Planning Subcommittee. These policies, regulations, procedures, and guidelines address technology both in and out of the classroom. Furthermore, the feedback provided from peers during the faculty evaluation process described in Standard IIIA ensures that faculty are using technology appropriately in the classroom.

Plan

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

LIST OF EVIDENCE FOR STANDARD IIIB

- 1 IIIC1_Technology_Planning_Objectives_2015-2016.pdf
- 2 IIIC1_Technology_Planning_Chart.pdf
- 3 IIIC1_Graphic_Illustration_of_MobileCorsairConnect_and_AskPico.pdf
- 4 IIIC1_DPAC_Agenda_4-22-2015.pdf
- 5 IIIC1_Computer_Labs_oncampus_list_webpage.pdf
- 6 IIIC1_Program_Review_webpage.pdf
- 7 IIIC1_ScreenShot_of_mProfessor.pdf
- 8 IIIC1_SLO_By_Department.pdf
- 9 IIIC1_The_Center_for_Teaching_Excellence_webpage.pdf
- 10 IIIC1_SMC_Canvas_webpage.pdf
- 11 IIIC1_Academic_Senate_Resolution_Adoption_of_Canvas_9-22-2015.pdf
- 12 IIIC1_Distance_Ed_Committee_Minutes_Canvas_10-6-2015.pdf
- 13 IIIC1_ScreenShot_of_MyEdPlan.pdf
- 14 IIIC1_Early_Alert_webpage.pdf IIIC1_Early_Alert_homepage.pdf
- 15 IIIC1_Academic_Works_Scholarship_webpage.pdf
- 16 IIIC1_Section508.pdf
- 17 IIIC1_WebContentAccessibilityGuidelines2.pdf
- 18 IIIC1_ADA.pdf
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- 20 IIIC1_Program_Review_Summary_MPE_2015-2016.pdf
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41 IIIC4_ESL_workshops.pdf
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43 IIIC4_SMC_Media_Center_webpage.pdf
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51 IIIC5_DistanceEducationCourseProposalProcedures.pdf
52 IIIC5_Form7_Distance_Education_Application.pdf
53 IIIC5_DE_Application_Example.pdf

STANDARD IIID: FINANCIAL RESOURCES

IIID.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Despite significant uncertainty in state funding, Santa Monica College has maintained sufficient financial resources to support and sustain student learning programs and services and continue ongoing efforts to improve institutional effectiveness.

Proactive Planning and Decision-Making

The Santa Monica College Board of Trustees has set fiscal responsibility as a top priority. The College balances fiscal conservatism from a multi-year perspective with a campus wide planning process centered on the College's values expressed in its Mission and Goals.

The college community stays abreast of the financial outlook for California through [communications](#)¹ from the California Community Colleges Chancellor's Office and the Community College League of California. As a result, prior to the recent economic recession, the College decided to build its reserve with the understanding that it might be necessary to use it as the emerging economic crisis unfolded. The Board of Trustees developed [budget principles](#) as a commitment to weathering the economic recession without laying off permanent personnel, eliminating programs, or reducing the number of students served.² This proactive planning allowed the College to maintain its winter and summer intersessions, and provide access to services to more than [5,000 unfunded full-time equivalent students](#) (FTES) from Fall 2008 through Summer 2015, despite significant reductions in the College budget by more than \$20 million over two years from 2010-2011 to 2012-2013.³ The College also used its [reserve funding](#) to partially backfill categorical programs designed to serve at-risk student populations that had been cut by the state.⁴ Despite these cuts and the use of the reserve to maintain programs, the College maintained a reserve in excess of eight percent during this time.

How Distribution of Resources Supports College Programs and Services

Financial efficiency and effectiveness occurs at the program level when administrators and faculty chairs decide how to allocate their limited resources, or when they identify gaps in services and program needs, which are reported through the program review process. The College strengthened its program review process to include annual reports that support the more comprehensive six-year review; this information feeds into fiscal planning processes.

The College's Fiscal Services also implemented a new budget augmentation process that requires programs, services, and administrative units to link their funding requests with program review assessments. Through the College's Personnel and Budget Augmentation Request ([PBAR](#)) form,⁵ each program seeking additional funding (based on the previous fiscal year) must document how its request will help the College achieve its Mission, Supporting Goals, Strategic Initiatives, Accreditation Standards, and/or *Master Plan for*

Education objectives. The College's senior administration, in concert with Fiscal Services, considers each request and prioritizes needs, thus ensuring that the programs with the greatest need and benefit to the College's Mission are funded.

The College also plans and manages its financial affairs through the work of the District Planning and Advisory Council's (DPAC) Budget Planning Subcommittee which serves as the recommending authority on District budget matters. The subcommittee reviews the District's tentative, quarterly, and final budgets for consistency with the College's Mission, annual institutional objectives, and strategic initiatives. [Recommendations](#) made by this subcommittee are voted on by DPAC⁶ and those that passed move on to the College Superintendent/President who makes the final decision regarding each recommendation.

Through DPAC's other subcommittees, including the Facilities Planning and Technology Planning subcommittees, the College develops and approves an annual *Facilities Master Plan* and an annual *Master Plan for Technology* which identify facility and technology needs based upon input from programs, services, and administrative units, as outlined in the annual program review reports. These needs are then considered as the College develops its *Master Plan for Education* and its annual operating and capital budgets.

The Academic Senate, through its many joint committees, is also actively engaged in making recommendations to DPAC to ensure that there are sufficient financial resources to support and sustain student learning programs and services. These joint committees include Program Review, Distance Education, Career Technical Education, and Information Services. For example, the Information Services Committee makes [recommendations](#)⁷ for the use of instructional block grant funding for instructional technology based on need and relevance to the Mission of the College as documented in the [Instructional Technology Request](#) process.⁸

In 2014-2015, the District implemented a budget line item of \$500,000 for the replacement of non-technology equipment and repairs to facilities as a first step toward the full development and implementation of a Total Cost of Ownership (TCO) plan which should be formalized in 2016-17. The District has also implemented a [Technology Replacement Plan](#)⁹ to ensure that technological resources are sufficient to support and sustain the teaching and learning environment. These plans are described in Standards IIIB and IIIC, respectively.

Another example is the disbursement of two new state funding streams: Student Success and Support Program (SSSP) and Student Equity funding. The College established procedures to ensure that funded projects adhere to [expenditure guidelines](#) and are aligned with the College's Mission, Goals, and *Master Plan for Education* objectives.¹⁰

The College applied the same planning and management in developing the recently accredited baccalaureate degree in Interaction Design. In recognition that that successful implementation of the program demanded significant resources, the College committed to the program based its long history of fiscal stability, its ability to leverage both existing and new human, physical and technological resources, and the ongoing support received from high technology industry members.

Integrity, Transparency, and Stability

Financial integrity to support student programs and improve institutional effectiveness begins at the executive level and is promulgated throughout the College through the participatory

governance process. The Board of Trustees is apprised of financial and other planning activities through [online reports](#),¹¹ [monthly meetings](#),¹² individual meetings with the Superintendent/President and senior staff, and meetings with Academic Senate leaders.

The College provides information to the DPAC Budget Subcommittee to help it formulate recommendations to DPAC by having Fiscal Services representatives attend each meeting, providing quarterly budget updates and information regarding other college fiscal issues.

Analysis

Through proactive planning and informed decision-making, the College allocates its limited resources to ensure that financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The College has more than a ten-year history of ensuring that financial reserves meet or exceed the standards set by the California Community Colleges Chancellor's Office.

The College has sufficient resources to support and sustain the Bachelor of Science degree in Interaction Design. The technological and physical resources required for this program are the same as those already in place for the related lower division coursework. The program may also have access to Perkins funds, CTE Enhancement funds, and other resources through the College's existing practices and procedures. The College received \$350,000 in start-up funds from the state of California to support the development and launch of the new degree program. Once the program begins, students enrolled in the upper division coursework will be charged an additional \$86.00 per unit which will be retained by the College to support the program and its ongoing development.

The College plans conservatively over time, building up reserves in periods of relative abundance, so that instructional and student support programs are not affected by cyclical dips in state funding. The College also responds to changes in government accounting standards and recommendations for financial planning, such as the requirement to set aside resources to offset increasing liabilities for OPEB (Other Post-Employment Benefits) as required by GASB 45, which resulted in the establishment of an irrevocable trust and a [funding plan](#) approved by the Board of Trustees.¹³

Plan

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

IIID.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The College Mission serves as the basis for all institutional planning as outlined in the College's *Master Plan for Education*. The College's central planning body, DPAC, is responsible for the development of the *Master Plan for Education*, and its annual institutional objectives. DPAC considers major planning documents in this effort:

- [Facilities Master Plan](#)¹⁴
- [Master Plan for Technology](#)¹⁵
- [Program Review Annual Report](#)¹⁶
- [Institutional Effectiveness Report](#)¹⁷
- [Academic Senate objectives](#)¹⁸
- [District Adopted Budget](#)¹⁹
- [DPAC subcommittee's annual reports](#)²⁰
- [Board Goals and Priorities](#)²¹

The annual update of [the Master Plan for Education timetable](#)²² has also been revised so that the plan is completed by the beginning of each academic year and can be incorporated into the Adopted Budget, which is presented to the Board of Trustees in September. This revised timeline has allowed the integration of institutional planning with fiscal planning and budget development. This new timeline allows for all College programs to complete their annual program review assessments which then inform their budget planning and possible augmentation requests at the same time that DPAC is beginning its annual master planning update process during which it develops annual institutional objectives.

Once institutional objectives are set, managers, accounting personnel, and the DPAC subcommittees may then use this information to address both institutional- and program-level objectives as part of the College's [annual budget development process](#).²³ For both institutional-level and department-level objectives, the relevant planning bodies and/or program units must consider the financial cost of carrying out these objectives. The [objective template](#)²⁴ for the *Master Plan for Education* requires that proposers identify actual dollar figures for the proposed objective, as well as the funding source. Likewise, department goals identified through the *Technology Master Plan*, the [Student Equity Plan](#),²⁵ and other planning documents also identify the cost and proposed funding source.

Policies and Procedures to Ensure Sound Financial Practices

Santa Monica College has established policies and procedures to ensure sound financial practices and financial stability as outlined in [Board Policy \(BP\) – Section 6000](#), Business Services and Facilities.²⁶ Relevant [articles and numbers](#) include BP 6110, District Budget Development; BP 6111, District Budget Administration; BP 6113, Revolving Cash; BP 6115, Investment Policy; BP 6116, Debt Issuance; and BP 6215, Insurance Coverage.²⁷

These board policies, and their corresponding administrative regulations, ensure that the District has the resources necessary to maintain the financial stability of the College. BP 6111, District Budget Administration, notes that the District will maintain a reserve for cash flow and contingency purposes at a level consistent with the state guidelines so that the unrestricted general fund ending balance is not less than five percent of the District's unrestricted general fund expenditures.

The District maintains adequate insurance to cover its needs in case of emergencies and/or loss. BP 6215 states that the District will maintain “adequate insurance by means of insurance policies, appropriate deductibles and/or self-insurance funds” to protect the District, including Liability, Automobile, Worker's Compensation, Employees Bonding, Fire, Property, Athletics, and other areas deemed required by the Board of Trustees. The College is a member of the Statewide Association of Community Colleges-JPA ([SWACC](#)), a

non-profit, self-funded Joint Powers Agreement, comprising 46 California community colleges, designed to provide comprehensive property and liability in a single program while addressing unique community college exposures.²⁸

For its workers' compensation program, the College is a member of the Protected Insurance Program for Schools and Community Colleges ([PIPS](#))-JPA²⁹

Timely Dissemination of Financial Information throughout the Institution

To promote transparency and trust among all constituent groups, quarterly budget reports, budget presentations, and summary narratives, which outline this information and provide line item detail, are available on the [Fiscal Services website](#).³⁰ These budget reports are widely disseminated, with presentations made to [DPAC](#) and its [Budget Planning Subcommittee](#),³¹ the Management Association, and the [Board of Trustees](#).³²

Analysis

Since 2011, the College's annual *Master Plan for Education* has integrated all institutional planning documents. This process, as evidenced by each year's [annual plan update](#),³³ demonstrates the direct relationship between [institutional objectives](#) and specific budget allocations.³⁴ The College has integrated department and program planning with financial planning, focusing on activities that work to achieve the College's Mission. For example, in 2011-2012, when federal grant funding for the College's Supplemental Instruction program ended, the College utilized its reserve to not only maintain but expand the program based on the program's ability to address the Mission and improve student learning and achievement, particularly among groups traditionally underrepresented in postsecondary education.

Plan

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

IIID.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The Office of Fiscal Services has established clear [guidelines and processes](#),³⁵ described in its annual audits and budget development forms, for programs to use in their annual operational budget development and assessment. Fiscal Services personnel prepare annual budgets and quarterly budget reports based on a number of resources:

- The *Master Plan for Education* and its supporting planning documents;
- Prior year financial statements based on actual accounting transactions;
- Information from the state about levels of and formulae for funding;
- Information provided by departments, administration, and the Board of Trustees;
- PBAR forms for all requests for discretionary budget increases;
- Recommendations from the DPAC and the DPAC Budget Subcommittee; and
- Computerized accounting transactions and reports.

These procedures are documented by the following:

- [Budget planning calendar](#) housed on the Fiscal Services website;³⁶
- [DPAC minutes](#) and [DPAC Budget Subcommittee minutes](#);^{37,38}
- Budget documents between departments and academic administrators;
- Accounting department records;
- Annual audits conducted by an external Certified Public Accounting firm; and
- [Board of Trustee minutes](#).³⁹

Strategies for Ensuring Constituent Involvement

All members of the community are encouraged to participate in the institutional planning and budget development process through the College's program review and DPAC planning processes. These processes result in departmental-level goals, objectives, and outcomes.

Analysis

Santa Monica College's participatory governance structure ensures that all of the constituent groups have the opportunity to provide input into the institutional planning and budget development process. The public discussion of the budget at the open board meetings, including the presentation of the preliminary budget three months before the next year's adopted budget is approved, allows a generous timeframe for public input as well as thoughtful consideration by all members of the college community. Quarterly budget reports are disseminated to constituent groups and the public via presentations and the website.

Plan

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

IIID.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The College's Board of Trustees sets a high priority on fiscal responsibility, and this is reflected in the work of senior administrative staff, DPAC, program leaders, and area managers. For example, the Office of Enrollment Development monitors enrollment and coordinates with Student Affairs and Academic Affairs to identify student demand opportunities and to respond appropriately. By working together, each of these areas is able to strengthen the collective analysis and help ensure overall fiscal responsibility and stability.

Realistic Assessment of Financial Resource Availability

The primary source of the College's funding is state apportionment, which is directly tied to student enrollment and FTES generation. Because the College relies so heavily on apportionment, it can safely begin the process of building its annual budget based on previous year actual revenue and expenditures, taking into consideration any new budgetary information from the state. The budget development process for the coming year begins in December/January, as shown in the annual budget calendar described earlier.

Fiscal Services asks each of the college divisions to review and update, as necessary, their budgets, noting new (and typically restricted) revenue streams such as new grant-funded projects. Budget augmentations are requested through the PBAR process, described in Standard IIID.1. The result of these reviews is a [projected tentative budget](#) that is presented to the Board of Trustees in June for review and acceptance.⁴⁰

The tentative budget is updated as the state finalizes its budget, final revenue and expenditures are recorded by the College for the previous fiscal year, and new funding is awarded through grants and contracts. During this time, the college community is working to complete its annual planning processes, using institutional effectiveness data, program review feedback, and DPAC planning committee recommendations. This information is also to develop the *Master Plan for Education* objectives, and new departmental initiatives and services. This information informs the development of a revised budget presented to the Board of Trustees for [adoption](#) in September.⁴¹

State apportionment is unpredictable, and changes in funding formulae, development of new funding streams, such as the 2014-2015 Student Equity Fund, and implementation of new state mandates all have an impact on financial resource availability. The members of the college community participate in state-level governance organizations to stay abreast of these changes, which allow the College to realistically plan the revenue side of its annual budget.

Realistic Assessment of Expenditure Requirements

The development of budget expenditures occurs hand-in-hand with projections of revenue. However, annual expenditures are relatively stable given that the majority of the College's budget is allocated to salaries and benefits. Thus, the College can build its annual expenditure budgets by rolling over personnel costs, taking into consideration any cost of living increases negotiated through the bargaining units, as well as step increases for faculty and staff as appropriate. By rolling over these costs, the college community only needs to consider a small percentage of its budget during each year's annual budget development process. Each division vice president works with his/her respective programs and services to identify changes in non-personnel line items, such as supplies, travel, and contracts. If new resources are necessary, programs must complete a PBAR form to request new funding above their allocation. Senior administration and Fiscal Services review, prioritize, and disburse any unallocated revenue based on these requests, based on availability of funds, institutional need, and relevance to the College's Mission.

The institution may also need to address other new expenditures as a result of state requirements and/or changes in financial planning practices or policies. Fiscal Services participates in this process to ensure that the planning committees have access to accurate and realistic information regarding financial projections and budget impact. For example, recently, the College considered its options for funding its increasing expenditures related to the rising employee contribution rates for STRS and PERS as a result of Governmental Accounting Standards Board ([GASB](#)) statement number 68.⁴² This obligation was also included in the Board of Trustees' [Goals and Priorities](#).⁴³ The Office of Fiscal Services initially proposed a [funding plan](#), which the Board of Trustees reviewed⁴⁴ and sent to the DPAC Budget Planning Subcommittee for consultation. To facilitate the discussion, Fiscal Services presented [several multi-year financial plans](#) to the committee, based on the College's various options for funding these liabilities.⁴⁵ Ultimately, the subcommittee

agreed with the initial plan recommended by Fiscal Services and made the [recommendation to DPAC](#) that the Board of Trustees should accept the initial plan.⁴⁶

Finally, the College's *Master Plan for Education* process includes a financial consideration component that works to ensure that DPAC and its various planning committees has a realistic understanding of what it will cost to carry out [proposed institutional objectives](#).⁴⁷

Realistic Assessment of Resource Development Opportunities

To support college expenditures, the College also explores alternative sources of funding for ongoing operational costs, new program development, and capital improvement projects. These alternative sources include international and out-of-state student tuition revenue, state and federal grants, private fundraising, Certificates of Participation, general obligation bonds, and the formation of Workforce and Economic Development partnerships.

- ***Non-Residence Student Tuition:*** Although the College realizes revenue from out-of-state students, international students comprise the majority of the non-resident student population at the College. Revenue levels vary, but the College makes realistic projections based on students' progress in their programs, application patterns, and changes in immigration law.
- ***Grant Development:*** The College pursues local, state, and federal grants, as well as private grants to support the College's Mission and Goals. All [grant applications](#) must address the Mission, one or more of the College's Supporting Goals and/or Strategic Initiatives, and priorities of the Board.⁴⁸
- ***Individual, Corporate, and Foundation Fundraising:*** The Santa Monica College [Foundation](#) is responsible for identifying and acquiring private donations from individuals, corporations, community organizations, and private foundations.⁴⁹
- ***General Obligation Bonds and Certificates of Participation:*** As necessary, the College will pursue general obligation bonds and certificates of participation, combined with state support, to fund long-term capital projects. The College has a successful history of pursuing voter-approved bond funding, which includes [four bonds](#) over the last 15 years.⁵⁰ The College does not generally pursue certificates of participation to support its capital projects, but when it does, the College develops a [realistic plan](#) for timely repayment.⁵¹
- ***Workforce and Economic Development Partnerships:*** The Office of Workforce and Economic Development leads many partnerships with outside organizations, focusing on efforts that strengthen the College's career technical education (CTE) offerings and address the workforce development needs of the county. Examples include the [Promo Pathways Program](#)⁵² and [LA HI-TECH Consortium](#).⁵³

Analysis

Through the annual budget planning process, as well as the participatory governance structure, the College carries out a realistic assessment of both financial resource availability as well as expenditure requirements. The College, along with the rest of the state of California, is emerging from a budget crisis that began in 2008. At that time, the Unrestricted General Fund budget of Santa Monica College was approximately \$150 million, with a total annual budget of \$350 million, including unrestricted and restricted funding and bond funds. In 2009-2010, as a result of decreased state funding, the College had to reduce

course offerings and institute cutbacks in all programs. These cutbacks were implemented with input from all campus constituencies. The College sought to avoid program discontinuance and opted [not to adopt policies](#)⁵⁴ that would hinder student success.

Budget concerns remained a major focus of Board attention while the state's slow economy influenced community college funding. The Board sought additional, more stable, and locally-controlled sources of funding and thus proposed setting up a self-supporting educational option similar to that of the University of California, Los Angeles (UCLA) extension program. This alternative would have comprised a limited number of high-demand transfer classes so that students would be able to progress even when class offerings were limited by state budget constraints. These class offerings would have been offered at a higher cost as the College would not have received any apportionment for these classes.

The Board was very aware of low-income students who, unable to get classes at community colleges, were using federal and state financial aid to enroll at vastly more expensive for-profit colleges. As contemplated, low-income students would instead be able to use their federal and state financial aid to cover the tuition for the Santa Monica College extension classes at a much reduced rate from that charged by the for-profits. This would provide access to courses and reduce time-to-completion during a time when students were being turned away due to lack of sufficient state funding. In keeping with the College's Mission of open access, student equity, and student success, and to help reduce the cost of these more expensive courses for low-income students, the College also identified donors who were willing to contribute \$250,000 to enable low-income students to take advantage of the program during the pilot intersession. For various reasons, this proposal was not implemented. Nevertheless, it remains an example of how the Santa Monica College Board of Trustees and college leaders are willing to think "out-of-the-box" to identify new revenue sources in support of the Mission and student learning and achievement.

The College has tempered its optimism about the state's economic recovery with concerns about new funding formulas that favor districts serving communities with demographics that differ from the communities within the geographic boundaries of the Santa Monica Community College District. The College continues its policy of conservative budgeting to ensure that its innovative programs do not overreach its capacity to fund them sustainably.

Plan

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

IIID.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Internal Control Structure

The College has developed an internal financial control structure that employs appropriate control mechanisms at every step and for every type of transaction and/or activity. This

internal control structure incorporates generally acceptable accounting practices and meets federal internal control requirements as noted in the Internal Control Questionnaire of the College's annual [A-133 audit](#).⁵⁵

One example of an internal control process in place to ensure that financial resources are used properly and with integrity is the PBAR form, which is required in order to request new funding beyond the projected allocation. Another internal control process is the [myTime](#) electronic submission system⁵⁶ for student workers and hourly employees. The system ensures that the proper supervisor submits the employee timesheets, that hourly wages are correct, and that the department is following laws such as Affordable Care Act and AB 1522, Employment: Paid Sick Days.

Dissemination of Dependable and Timely Information

As described earlier in this standard, the College, through the Office of Fiscal Services, widely disseminates dependable and timely information for sound financial decision-making to the Board of Trustees, as well as the College's constituent groups through DPAC and the DPAC Budget Planning Subcommittee. In addition, Fiscal Services responds to [ad hoc requests](#)⁵⁷ made by the Budget Planning Subcommittee and other groups on campus as they discuss specific financial concerns. The Office of Fiscal Services also distributes [monthly financial statements](#) to all of the College's cost centers so that divisions, departments, and programs can reconcile their accounting of revenue and expenditures with their adopted budgets and make changes as necessary.⁵⁸ The College also offers an online [Site Budget Inquiry module](#),⁵⁹ which allows departmental users to access departmental budgets in real time from any computer in the District, review expenditure and encumbrance details, and review purchase order details. For grant-funded projects, the Office of Fiscal Services meets directly with grant staff on a quarterly basis to review grant expenditures for compliance with program requirements, including fiscal requirements.

Evaluation of Financial Management Practices

Each year, the College is audited by an independent certified public accounting firm with expertise in governmental accounting, community college accounting practices, and California state law. As a part of this [evaluation](#), external auditors "*consider internal controls relevant to the District's preparation and fair presentation of financial statements in order to design audit procedures that are appropriate in the circumstances.*"⁶⁰ The audit tests and evaluates internal controls over accounting procedures, compliance with applicable accounting standards, recording reliability, and reporting accuracy. This audit also includes a review of the College's federal funding and the controls in place to manage these funds, as required by the United States Office of Management and Budget for Circular A-133 for institutions that receive more than \$500,000 in federal funds. The District has received unmodified audits for each of the last six years, and as a result, the District decided to bring in new auditors as best practice.

The Office of Fiscal Services provides an overview of the annual audit to the Board of Trustees and the Budget Planning Subcommittee. The College also makes its annual [audit reports](#) accessible to the college community and general public through the College's website.⁶¹ In addition to the annual audit, both the Office of Fiscal Services and the Purchasing Office engage in annual program assessment through the program review

process. There is also a Board Audit Committee that meets regularly with the auditors and the Chief Director of Business Services, and one Board member who serves on this committee is a Certified Public Accountant.

Analysis

The College has established internal control systems to ensure the financial integrity of the institution and responsible use of its financial resources. These systems comply with Generally Accepted Accounting Principles and have resulted in no significant audit findings by the College's external auditors for the past six years.

As the College strengthens its planning processes and further integrates budget development into the process, the Office of Fiscal Services has responded with the development of new fiscal documents, including a new Budget Transfer Request form, and the PBAR form.

Plan

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

IIID.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The College has continued to strengthen its financial management processes so that financial documents, including the budget, have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources to support student learning programs and services. Improvements to the financial planning and management processes include:

- An annual budget development calendar that guides the budget planning process and coordinates it with the institutional planning process;
- Regular dissemination of the tentative and adopted budgets, and quarterly financial reports to the college committee, as previously described;
- Budget planning forms that align all new requests for funding with the Mission, Supporting Goals, Institutional Learning Outcomes, *Master Plan for Education* objectives, Accreditation Standards, and/or program review assessment results; and
- Distribution of the College's financial documents via its website.

Analysis

The District's annual financial audit, as well as compliance audits conducted by local, state, and federal agencies, attests to the high degree of credibility and accuracy of the College's financial documents. These audits have not identified any material weaknesses or significant deficiencies in the District's management of state and federal funds since 2010-2011. A [summary report](#) of each audit is presented to the Board of Trustees during open session,⁶² as well as to the DPAC Budget Planning Subcommittee, which are open to all members of the college community with committee meeting agendas posted prior to the meeting as required by the Brown Act. In addition, the annual audit is available on the College's website.

The College's independent auditors have identified the College as a "low-risk" auditee for each year of this self-study with respect to compliance with accounting standards for federal programs. This status presents clear evidence of the financial credibility and accuracy of the College's financial documents.

Plan

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

IIID.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

As required by state and federal law, Santa Monica College conducts an annual external audit in compliance with State of California Title 5, Education Code and United States Office of Management and Budget's Circular A-133, which sets forth standards for obtaining consistency and uniformity among federal agencies for the audit of states, local governments, and non-profit organizations expending federal funding. The external audit process is comprehensive and time-consuming, but one in which the College willingly engages. As findings are identified, the College communicates these results to the college community and responds accordingly in a timely manner.

Analysis

External auditors attest to the fair presentation of financial reports on an annual basis. From the 2010-2011 through the 2013-2014 fiscal year, the College's audit reports did not identify any findings or questioned costs related to financial statements, federal awards, or state awards. As such, there were no findings to address. In the years prior to 2010, when [findings](#) were identified,⁶³ they were addressed with the highest priority by college personnel and were re-evaluated the following year by the external auditors and addressed in that year's formal audit report. In the 2014-2015 fiscal year, there was an [audit finding](#) regarding "to be arranged" hours.⁶⁴ Before the audit report was issued to the Board of Trustees, the District immediately took action as specified in the audit report. The actions included a changed methodology for accounting and course revisions. In the event that the College's external audit identifies findings in the future, it will once again ensure that institutional responses to external audit findings are comprehensive and timely, and communicated appropriately.

Plan

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

IIID.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The District's financial and internal control systems are evaluated and assessed for validity and effectiveness on an annual basis through the independent audit process. For example, the

Chief Director of Business Services holds bi-weekly [Business Services Team meetings](#) to discuss program reviews, student learning outcomes, and other financial control issues.⁶⁵ Each unit also submits a [Business Services Monthly Update](#)⁶⁶ to document their respective accomplishments.

Independent District Audits

The district audit is conducted for the purpose of forming an opinion of the District's financial statements as a whole. However, the addition of supplementary schedules, including a schedule of expenditures of federal awards, and continuing disclosure information are presented for purposes of additional analysis. For example, the [schedule of expenditures](#) of federal awards is presented for the purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations*.⁶⁷ The District's student financial aid program is one of these five [programs](#) and is evaluated each year, as well as four additional federally funded grant programs.⁶⁸

Program Audits

The College's federally funded programs are diverse in terms of the funding agencies and thus have equally diverse requirements and regulations. Regardless of the funding source, however, the College maintains adequate financial and internal control systems to ensure the validity and effectiveness of each program.

In addition to the reviews conducted by the College's independent auditor, many of the College's grant funded programs are evaluated and assessed by a representative of the sponsoring program office, which typically includes an on-site review of the College's policies, procedures, documentation, and work. These visits have not identified any need for improvement with regard to the College's financial management structure.

Analysis

Santa Monica College remains in compliance with annual state and federal auditing requirements. Although the College has been identified as a low-risk auditee as a result of multiple annual audits, the college community continues to work diligently to strengthen its existing systems based on program audits, program review assessments, and changes in state and federal policies, such as those that resulted from the new United States Office of Management and Budget (OMB) Super Circular, which offers new guidance for federal awards and replaces many of the previous circulars that guided the College's management of federal funds, including OMB Circulars A-110 and A-133. The College continues to provide ongoing training to fiscal administrators, grant accountants, and program staff on this new "Super Circular" so that it may update its policies and procedures for compliance with these new guidelines. This proactive response will help ensure that the College's annual audit does not result in any material weaknesses or significant deficiencies in the future.

Plan

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

IIID.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The Board of Trustees sets fiscal integrity as a high priority, and considers it essential to ensuring that the College is achieving its Mission. The college budgets conservatively and maintains, at a minimum, an ending reserve fund balance of five percent as recommended by the California Community Colleges Chancellor’s Office. To accommodate the unpredictability of state funding, Fiscal Services personnel provide both “expected case” and “worst case” scenarios to all decision-makers both during the budget process and in monitoring the budget throughout the year.

To further accommodate the cyclical nature of the economy and its fluctuations in state funding, the Board of Trustees and senior staff have worked diligently to build up the reserve in years when funding produces a surplus. Between 2003 and 2010, the ending balance increased from less than \$2 million to more than \$20 million. However, when the 2009 economic recession hit, state funding was significantly reduced and resulted in the loss of more than \$20 million dollars between 2011 and 2013. This reduction led to structural deficits in the College’s budget until the 2013-2014 fiscal year. Nevertheless, the College’s reserve allowed the College to maintain stability and the flexibility to adhere to its Mission in spite of the financial uncertainties. The following table provides an overview of the College’s reserve funding balance since 2010-2011:

Santa Monica College Ending Fund Balance of Unrestricted Funds/Institutional Reserve (including dollar amount and percentage of budget)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Average
Adopted Reserve Balance	\$14,471,783 (10.35%)	\$17,651,673 (12.75%)	\$11,109,747 (8.00%)	\$ 8,513,953 (5.96%)	\$ 9,058,031 (5.92%)	\$21,185,368 (12.94%)	\$13,665,092 (9.42%)
Actual Reserve Balance	\$23,088,841 (17.24%)	\$15,137,372 (10.88%)	\$10,520,810 (7.59%)	\$13,971,779 (9.87%)	\$13,781,577 (9.15%)	TBD	\$15,300,075 (10.95%)

To provide optimum short-term cash-management, the College utilizes the County Treasury pool as a source of interest when there is a cash surplus and periodically borrows funds using Tax and Revenue Anticipation Notes when funds are needed to meet operational needs. Transfer loans from other funds into the General Fund, with Board approval, can also be utilized on a short-term basis. The Board has pre-approved up to \$30 million. The College only uses Certificates of Participation for asset acquisition, not cash-flow management.

Risk Management

As explained in IIID.2, the College maintains adequate insurance to cover its needs and implements support strategies for appropriate risk management. Risk management is divided into three components: property and liability, worker’s compensation, and preventative safety. Primary policies have deductibles of \$25,000 for liability and \$100,000 for property. In addition, the District maintains supplemental coverage of up to \$10 million for liability and replacement cost for property. The Protected Insurance Program for Schools provides workers’ compensation coverage.

The College addresses safety concerns partially through the California Community College Risk Management Association. The College’s Office of Risk Management promotes and monitors federal, state, and/or Board mandated compliance.

Preventative safety has become a broader concern in the wake of more frequent acts of random violence, including the on-campus shooting incident in June 2013 that resulted in the loss of life. The College has undertaken campus wide training in emergency preparedness and has invested in first aid kits, a comprehensive communication system, and security training for identified personnel in each building. A Crisis Prevention team has also been established and funded. The College has also responded to the recent nationwide focus on crimes relating to sexual violence on college campuses by hiring a Title IX Coordinator.

Analysis

The College has responded to national and statewide economic uncertainties with financial solvency and academic integrity. Conservative budgeting, Board of Trustees integrity and leadership, continuous improvement in fiscal planning and management, cost-cutting measures, and participatory planning and governance system that involves all of the College’s constituent groups have contributed to address and solve budget problems.

Fiscal stability will continue to present a challenging management problem for the District. Nevertheless, the College’s long-term commitment to maintain a healthy reserve balance, coupled with the continuous quality improvement model that exists with respect to the *Master Plan for Education* and the reporting cycle has demonstrated that its processes can produce stable results even when recessionary conditions exist in the economic environment.

Plan

Based on an analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress. However, in view of the worsening budget forecast, the College is implementing the following plan:

Proposed Activities	Responsible Parties	Timeline	Anticipated Outcomes/ Benchmarks of Success
Objective: To ensure that the College’s 2016-2017 Tentative Budget reflects projected budget shortfalls and minimizes the use of reserve funding.			
Conduct budget briefings with college constituent groups.	Office of Fiscal Services	Ongoing	College constituent groups are apprised of the budget issues as budget planning, implementation and monitoring take place.
Implement across the board budget cuts to discretionary budget line items.	Office of Fiscal Services	February-March 2016	Departments make adjustments as necessary, completing PBAR forms when “mission critical” budget augmentations are needed.
Review PBARs and make funding decisions.	Office of Fiscal Services Senior Staff	May-June 2016	Based on current and forecasted enrollment, senior staff decides which PBARs to fund.

IIID.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Santa Monica College has developed robust policies and procedures for carrying out effective oversight of its finances. Ultimate fiscal responsibility for the College rests with the Board of Trustees, which reviews and approves the institutional budget and quarterly budget reports, as well as reports on financial aid, and grant and contract agreements. All grant and externally funded programs and contractual relationships must be approved and accepted by the Board of Trustees. Creation of budgets for grants and other externally-funded projects, issuance of purchase orders, and payment to contractors and vendors are dependent upon Board approval and evidence that the College's fiscal procedures have been followed. For example, no invoice is paid without a purchase order or contract in place, as well as certification that the goods or services have been delivered. These steps ensure appropriate oversight of finances. Additional policies and procedures may be in place depending on the type of program as described in the following paragraphs.

Management of Financial Aid: The Office of Financial Aid developed a [Financial Aid Handbook](#)⁶⁹ that outlines financial aid policies and procedures as they apply to students; the handbook is available in hardcopy and online. The Office of Financial Aid is also working on an internal operating manual that will outline the processes and practices to ensure consistency among staff and across the various financial aid programs.

As noted previously, the College's financial aid program is evaluated on an annual basis as part of the College's independent audit process. This audit includes an assessment of the College's compliance with federal Title IV regulations and requirements. The office may also be audited by the Cal Grant program, which administers the Board of Governors fee waiver program. However, the last audit by the Cal Grant Program occurred before 2005. Likewise, the U.S. Department of Education may also conduct periodic assessments of the program, as financial aid is highly regulated by the federal government; the College submits the results of its annual [Federal Single Audit](#)⁷⁰ to the U.S. Department of Education. During this accreditation cycle, the College has had no findings in the audit of the financial aid program. In addition, with effective oversight, the College has experienced a rapid and successful expansion of its financial aid program, as the amount of financial aid disbursements has increased from \$30,739,192 in 2010-2011 to the projected amount of \$38,781,855 in 2015-2016.

Management of Externally Funded Programs, including Grants: The College manages an average of \$6 million in local, state, and federal grant funding each year, including both private and public grants. A grant manager is identified on the grant award agreements as the primary institutional contact. This person oversees all project activities, approves grant expenditures, and ensures that the sponsoring program office is aware of grant progress and outcomes. The College's Grants Office produced a [Grant Management Handbook](#)⁷¹ to assist managers with this process.

Although audits of federal grants (as previously described) have not yielded any findings in financial management, the grant managers take feedback is provided by program monitors to improve their respective programs' fiscal and programmatic operations.

Management of Contractual Relationships: From time to time, the College enters into contractual arrangements with other institutions of secondary and postsecondary education, as well as other community-based organizations and industry partners. Depending on the project, the College may be either the contractor or the subcontractor. All sub-contractual agreements for which the College is partnering with another organization that is serving as the fiscal agent are managed as grant awards at the project level with support from the Office of Fiscal Services. Each arrangement is guided by a subcontract agreement or Memorandum of Understanding (MOU) signed by both parties that outlines the responsibilities of each partner in light of the project goals, objectives, outcomes, and requirements. Examples of these partnerships include the following:

- A collaboration with Loyola Marymount University to develop a [Guardian Scholars Program](#)⁷² with funding from the Stuart Foundation;
- A partnership with Pasadena City College to oversee the West Los Angeles component of the [LA HI-TECH](#) grant with funding from the California Department of Education's California Career Pathways Trust.⁷³

The College may also serve as the fiscal agent for grant awards and contracts with other entities to fulfill one or more of the outcomes of the award. In these situations, the College must ensure that it and its sub-contractual partners are adhering to grant award requirements as defined by the funding source. For federal awards, this oversight includes a review of each partner's A-133 audit and/or other audits conducted to evaluate the validity and effectiveness of the organization's financial management practices and internal control structure. For example, the College entered into a multi-year [collaboration](#) with the University of California, Los Angeles to implement the Science and Research Initiative⁷⁴ with funding from the U.S. Department of Education, Title III, Part F, Hispanic Serving Institutions STEM and Articulation Program.

Management of Auxiliary Organizations or Foundations: The College has three auxiliary organizations and/or foundations that are working to support its Mission and strengthen student learning and achievement:

- **The Santa Monica College Foundation**⁷⁵ leads private fundraising development for Santa Monica College. The [SMC Foundation](#) is a separate, non-profit, tax-exempt 501(c)3 organization that solicits and accepts private, tax deductible donations for the benefit of Santa Monica College, its Mission, students, faculty, and programs.
- **KCRW/KCRW Foundation** is a public radio station and a community service of the College. The station is housed on the college campus, but its operations are supported through fundraising and donations, which are managed by the [KCRW Foundation](#).⁷⁶
- **The Madison Project (DBA The Broad Stage)** has its own [board of directors](#),⁷⁷ which works to develop [resources](#) in support of the theater's goals.⁷⁸

As private non-profit organizations under the guidance of state and federal tax law, foundations are subject to an annual audit conducted separately from the College's audit. Copies of these [audits](#)⁷⁹ are shared with the College through an [annual report](#) presented to the College Board of Trustees.⁸⁰

Management of Institutional Investments and Assets: The vast majority of District funds are held at and invested in the Los Angeles County Treasury. To manage institutional investments and assets, the District follows [Board Policy 6115](#), Investment Policy⁸¹: “*All funds of the Santa Monica Community College District, which are not required for the immediate needs of the District, are invested in accordance with California Government Code Sections 53600 through 53609. The investments of the District shall be made in accordance with the following objectives:*

- *The investment program must consider the safety of invested funds, minimize risk and regard the preservation of principle as of primary importance;*
- *The investment program must provide liquidity and remain sufficiently flexible to meet cash flow requirements.”*

Evaluation Results Serve as the Basis for Improvement

The College responds quickly and thoroughly to findings and/or recommendations for improvement and the Office of Fiscal Services works with the respective organizations to correct or improve processes.

For auxiliary organizations, if annual audits identify financial management and oversight concerns, these findings are shared with the College’s senior administration and a plan is developed to address the finding and improve applicable financial management practices and internal control structures.

Analysis

Santa Monica College has developed and implemented effective financial management practices to guide its management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations and/or foundations, and institutional investments and assets. This is amply demonstrated by the lack of findings from the last six years of annual audits. Likewise, the audit has not identified any material weaknesses or significant deficiencies. In fact, during follow-up conversations with Financial Aid staff and in open session reports to the Board of Trustees, the auditors have praised the office’s fiscal and regulatory compliance efforts.

The College monitors its processes for providing oversight and continually improves them. Examples of these improvements include professional development and training for Fiscal Services personnel to ensure that they are familiar with federal fund management requirements; Fiscal Services staff working collaboratively with program staff; increased documentation to support fiscal decisions and expenditures; and greater emphasis placed on financial integrity and control.

In addition to these internal improvements, the College continues to work with its auxiliary foundations to ensure the effective development and distribution of funds to support the various missions of these organizations. Additionally, the board of directors for each of these foundations includes representatives from the College’s Board of Trustees and/or its senior leadership which helps to establish an effective working relationship between the foundation and the College.

Plan

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

IIID.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Santa Monica College is committed to maintaining short- and long-term financial solvency and does so through effective financial planning processes and strategies that link the financial decisions of the College with the College's Mission, Supporting Goals, Strategic Initiatives, and Institutional Learning Outcomes, and other institutional planning and decision-making processes, including those that yield the *Master Plan for Education* objectives, the *Facilities Master Plan* objectives, and the *Technology Master Plan* objectives. Through this alignment, short-term financial planning is considered in the context of the College's long-range financial priorities, such as its five-year Strategic Priorities, the Board's multi-year priority to continue to increase the number of full-time faculty and other multi-year financial obligations. For example, The Board of Trustees-approved [OPEB plan](#)⁸² is a multi-year plan that outlines how the College will support its OPEB obligations. This plan is directly incorporated into the annual budget. The College has developed similar multi-year funding plans for its other long-term liabilities and obligations, such as its two [Certificates of Participation](#) and its bond debts.⁸³

When making short-term financial decisions to maintain the financial solvency of the College, the District looks at the multi-year impact of these decisions. A good example of this planning is the development and management of reserve funding, which occurred frequently during the past ten years as the College prepared for and addressed the 2009 economic recession, discussed in Standards IIID.2 and IIID.9.

This same process is used to facilitate other financial planning and decision-making discussions, such as those related to full-time faculty hiring. Fiscal Services supports the process by developing [multi-year projections](#) as to the full cost of hiring additional full-time faculty,⁸⁴ helping institutional leaders and planning committees project the total cost of moving forward with their plans.

Analysis

Through its comprehensive planning processes, which integrate institutional planning with budget development and resource allocation, the College is able to ensure a sufficient level of resources to maintain a reasonable expectation of both short-term and long-term financial solvency. Through its planning processes, the College considers the long-term financial implications of all decisions, even those that address immediate concerns, and does not move forward with any short-term obligations until the long-term impact is thoroughly researched and discussed.

Plan

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

IIID.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

Through the participatory governance structure, Santa Monica College plans for and allocates appropriate resources for the payment of its liabilities and future obligations. When liabilities and obligations are mandated, the college community, with leadership from the DPAC Budget Planning Subcommittee, carefully considers all funding options and makes recommendations with input from the Office of Fiscal Services. The following paragraphs outline specific actions and/or practices that have occurred in OPEB, compensated absences, and other employee related obligations.

Other Post-Employment Benefits (OPEB)

The District began its process of addressing GASB 45 – Retiree Medical Benefits, otherwise known as OPEB, in 2007. With input from a participatory governance task force, the Office of Fiscal Services provided multiple multi-year [funding plans](#),⁸⁵ including the tentative impact on the College’s budget, not only in the near future, but for many years to come. With this information, and information from the College’s [actuarial plan](#),⁸⁶ the [task force recommended](#) in 2008 that the College place \$1.4 million to an irrevocable trust and make subsequent annual contributions to the trust until the College reaches its annual required contribution.⁸⁷ The recommendation was approved by DPAC and forwarded to the Superintendent/President, who used the [DPAC recommendation](#) as the basis for his recommendation to the Board of Trustees that it be reviewed, approved, and included in future years budget planning and development.⁸⁸

Compensated Absences

The Office of Fiscal Services monitors its Compensated Absences liabilities and calculates the [total cost of this liability](#) on an annual basis.⁸⁹ Employees are encouraged to use their vacation time during the year in which they earn it. Permanent classified employees who work 12 months per year accrue vacation with no limitation but employees who work less than a full year receive a vacation “pay-out.” In an effort to curtail this liability, the College implemented a policy for academic administrators that they cannot have more than 30 days of vacation pending; if they do, they are unable to earn additional days.

Other Employee Related Obligations

The college community, with leadership from the DPAC Budget Planning Subcommittee, has developed a [plan](#) to address the [increasing costs](#) related to the STRS and PERS contribution rates.⁹⁰ The recommendation, which took into account the District’s long-term budget projections, was to set aside \$3.8 million in one-time funding from the State in a

designated reserve to offset a portion of future cost increases. This recommendation was unanimously [approved](#) by DPAC⁹¹ and is included in the District's budget.

Analysis

The College has appropriately addressed its largest liabilities/obligations including OPEB, compensated absences, and increasing STRS and PERS obligations in a manner that addresses the long-term needs with the current budgetary condition at the College. As other long-term liabilities and obligations arise, the District will continue to include the participatory governance structure to ensure that each of the College's constituency groups understand the full impact of their recommendations and make recommendations that include the full cost of these liabilities and obligations over time.

Plan

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

IIID.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Santa Monica College has very little locally incurred debt as a result of its ability to generate voter support for its general obligation bond initiatives. However, from time to time, the College borrows funds using Tax and Revenue Anticipation Notes ([TRANS](#))⁹² and Certificates of Participation (previously discussed in IIID.11). In recent history, the College pursued TRANS to support ongoing operational expenses at a time when the state was unable to make cash payments to the College. These notes have since been repaid as the state was able to disburse apportionment funding. The College has pursued Certificates of Participation to fund asset acquisition, not cash flow management. The College currently has two certificates of participation, one which funded two of the College's parking structures and another which helped purchase the College's Center for Media and Design (formerly the Academy for Entertainment and Technology). The College is currently repaying these certificates through parking fees and capital outlay fees paid by non-resident students.

Regardless of the source of locally incurred debt, the College does not issue debt without first reviewing all potential options and developing a specific plan for repayment that identifies the source of repayment prior to the issuance of debt. This helps ensure that locally incurred debt does not have an adverse effect on the financial condition of the institution and that services to students are not affected. The Board of Trustees is very active in this process and as the final decision-making body, requires that the College present a solid repayment plan prior to granting approval, as noted by a [recent Board item](#), *Recommendation No. 6: Resolution of the Board of Trustees of the Santa Monica Community College District approving, authorizing and directing the execution and delivery of a lease with option to purchase, assignment of lease and other documents and certificates relating thereto and authorizing and directing certain actions with respect thereto.*⁹³

Analysis

Currently, the College's locally incurred debt has a minimal impact on the overall budget of the College. The College has identified specific revenue streams to support these costs and the revenue generated through these mechanisms is sufficient to meet the College's current obligations each year. Repayment plans are reviewed and assessed on an annual basis. In the event that the College is unable to generate the revenue necessary to pay this debt through the identified mechanisms, the College will use its reserves to support these costs rather than take funds from the operating budget.

Plan

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

IIID.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Santa Monica College's financial oversight system, which guards against fraud and ensures fiscal responsibility, also helps to ensure that financial resources are used with integrity. Through a transparent financial planning and management process that is built around the participatory governance structure, the College utilizes all of its financial resources, including short- and long-term debt instruments, auxiliary activities, fundraising efforts, and grants, to support the College's Mission, Supporting Goals, Strategic Initiatives, Institutional Learning Outcomes, and institutional and program objectives. Specific strategies related to each type of funding are outlined below.

Short- and Long-Term Debt Instruments: The College pursues both short- and long-term debt instruments to support its Mission and improve student learning and achievement. Short-term debt instruments include Certificates of Participation, while long-term debt instruments include General Obligation Bonds. The College prefers to pursue General Obligation Bonds rather than Certificates of Participation. General Obligation Bonds are a form of debt generally considered for asset acquisition, not cash flow management, and therefore are supported by specific institutional plans to purchase new facilities and/or renovate existing facilities. These plans are set forth in the *Facilities Master Plan* and include a description of the proposed project in relation to the Mission of the College, proposed project goals and outcomes, and the benefit for students, faculty, and programs.

The College currently has two Certificates of Participation, which are reviewed on an annual basis by an independent auditor as part of the College's annual audit process. As noted, prior to the issuance of debt, the College will present for review and approval by the Board of Trustees a [comprehensive debt request proposal](#)⁹⁴ that identifies the purpose of the debt, how it supports the Mission of the College, and a repayment plan that identifies the revenue source for repayment. Each year, the audit assesses the degree to which the College is

implementing its initial proposal and repaying its debt obligations. This [audit](#) is presented to the Board of Trustees⁹⁵ separately from the general audit. The College has had no findings in the audit of its debt obligations.

All General Obligation Bonds require the development of a [Citizens Bond Oversight Committee](#)⁹⁶ to ensure that taxpayer dollars (in the form of bond proceeds) are expended for the [purposes](#) set forth in the ballot measure. The College also conducts two annual audits of these bonds: a Prop 39 Financial Audit and a [Prop 39 Performance Audit](#).⁹⁷ These audits are presented to the Board of Trustees and the Citizens Bond Oversight Committee and [posted on the college website](#).⁹⁸ The College has had no findings in the audit of its bonds.

Auxiliary Activities

As discussed in Standard IIID.10, Santa Monica College's auxiliary activities and fundraising initiatives include three separate foundations that develop private resources to support one or more areas of the College's Mission: The Santa Monica College Foundation, the KCRW Foundation, and the Madison Project (DBA The Broad Stage). Although they operate independently of the College, they also function in support of the Mission of the College, and California Education Code applies and mandates that the Superintendent/President of Santa Monica College or his/her designee must monitor the use of foundation funds and assess the degree to which the foundation is achieving the purposes for which it was established. This is accomplished in several distinct ways:

- The executive director/lead administrator for each entity is a college employee who reports to the Senior Director for Governmental Relations. Through annual presentations to the Board of Trustees, the Superintendent/President and the Board of Trustees remain informed of the activities and fiscal status of each foundation.
- The Superintendent/President or designee and/or one or more members of the College's Board of Trustees sit on the boards of each foundation to ensure that foundation resources are used in a manner consistent with their intended purposes.
- Each of these foundations also conducts its own [independent audit](#),⁹⁹ which is presented to their respective boards and shared with the College's administration.

Grant Development and Management

It is the responsibility of the Grants Office, the grant manager (and supervisor), and the grant accountant to ensure that grant funds are used with integrity and in a manner consistent with their intended purposes. Prior to submission, the Grants Office reviews all grant applications and [checks for adherence](#) to institutional policies and financial practices, alignment with the College's Mission, and capacity of the College's infrastructure to support grant activities, particularly with regard to facility space and technological resources.¹⁰⁰

All grant programs are required to submit an annual performance report that outlines their progress in meeting program objectives on time and within budget. These reports serve as the culmination of the process and document that program funds were used with integrity.

The College's grant-funded programs are also included in the annual audit process. The College has had no findings in the audits of its grant-funded programs.

Analysis

The College carefully monitors the use of all resources generated to support its Mission, to ensure that they are used with integrity and in a manner consistent with their intended purposes. In addition to an annual audit, many of these programs are also evaluated in other ways, including performance-based audits that ensure funds are used in the manner they were intended.

The continued success of the College in securing voter-approved General Obligation Bonds is a testament to the community's support for the College and their approval of how previously funded bond measures were implemented and used. The College is preparing to pursue a new bond initiative in the coming year to support ongoing capital improvement, including space to expand the College's Science, Technology, Engineering, and Math (STEM) programs.

Plan

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

IIID.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

Santa Monica College's Financial Aid Office is responsible for monitoring and managing the College's financial aid programs, including all federal funding received in support of student financial aid. This office works with the Office of Fiscal Services to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The following paragraphs provide additional detail regarding each area of compliance.

Monitoring of Student Loan Default Rates: The Financial Aid Office monitors the College's student loan default rate to ensure compliance with the maximum sanction threshold set by the federal government, currently set at 30 percent based on a three-year monitoring timeframe. The College's average [annual rate](#) for the past three years of 12.8 percent is significantly less than the federal sanction threshold and the rate in 2012 (10.5 percent) was one of the best for community colleges in Southern California.¹⁰¹

The Financial Aid Office strives to maintain a low default rate by working proactively with students to educate them about their student loan obligations and loan deferment, forbearance, and consolidation options. The Office of Financial Aid also provides individualized financial aid counseling to each student interested in assuming loan debt to pay for their education.

Monitoring of Other Federal Financial Aid Revenue Streams: In addition to receiving federal funding to disburse through direct student loans, the College also receives federal funding to award grant aid, including Pell, SEOG, and federal work study. The Financial

Aid Office monitors and tracks the enrollment status of all students who receive Pell and SEOG grants.

Federal work study is also administered and managed by the Financial Aid Office. Office staff monitor federal work study spending throughout the year and move SEOG funding as necessary to cover overages. This is allowable under federal regulations which allow the College to transfer funding from one campus-based aid program to another.

Compliance with Federal Requirements

The College's management of federal financial aid is [audited](#)¹⁰² each year as part of the College's independent audit. The Financial Aid Office conducts an annual internal assessment of its effectiveness through the College's [program review](#) process.¹⁰³

Analysis

The College disburses approximately \$50 million in federal financial aid each year. The diligence with which the College adheres to Title IV of the Higher Education Act is best demonstrated through annual audits that have identified any material weaknesses or significant deficiencies.

Plan

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

IIID.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Santa Monica College's contractual agreements with external entities, including construction contracts, consultant contracts/professional services agreements, service contracts, lease purchase agreements, and grant contracts, are consistent with the College's Mission, goals, initiatives, and objectives. The College has clearly delineated policies and procedures to monitor the development and implementation of these contracts and maintain the integrity of the institution and the quality of its programs, services, and operations. These policies integrate California Education Code regarding the management of contractual agreements as appropriate and relevant:

- [Board Policy 6250](#), Contracts for Materials and Services¹⁰⁴
- [Board Policy 6255](#), Delegation to Enter Into and Amend Contracts¹⁰⁵
- [Board Policy 2115](#), Institutional Accountability¹⁰⁶

These board policies outline the College's bidding policies, expenditure limits, lines of authority, signatory responsibilities, and other institutional practices. In addition, Business Services has established operating procedures that further delineate board policy and guide the management of the College's contractual agreements. Highlights of these procedures include the following:

- All proposed contracts, including sub-award/sub-contractual agreements entered into by the College as a result of grant awards, are reviewed and approved by the vice president of the division in which the project is housed prior to submission to the Purchasing Department.
- The College has identified [key positions](#) that have the authority to approve the College's participation in contracts, grant awards, and purchase agreements and bind the College to contractual obligations;¹⁰⁷
- All of the College's contracting entities must also abide by the [conflict of interest policy](#);¹⁰⁸
- The Board of Trustees approves all contracts in open forum; and
- Accounts Payable will not process and pay a contractual invoice without an approved purchase order generated by the Purchasing Office.

Analysis

The College's purchasing processes are governed by board policy and further delineated by operating procedures and practices that incorporate California Education Code, as well as federal regulation. All proposed contracts are reviewed and prepared by the Purchasing Office only after the division vice president has had a chance to review the request in light of the College's Mission and goals. This helps to ensure consistency across contracts and maintain the integrity of the institution and the quality of its programs, services, and operations.

Plan

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

LIST OF EVIDENCE USED IN STANDARD IID

- 1 IID1_CCCCO_BudgetNews_2013-14.pdf
- 2 IID1_Board_Budget_Principles_6-2016.pdf
- 3 IID1_2015-16_FTES_Adopted_Budget.pdf
- 4 IID1_BT_Minutes_9-7-2010_excerpt.pdf
- 5 IID1_Personnel_and_Budget_Augmentation_Request_Form.pdf
- 6 IID1_DPAC_6-8-2016_Agenda.pdf
- 7 IID1_ISC_Minutes_10-2-2014.pdf
- 8 IID1_ISC_email_Departmental_Instructional_Technology_Requests.pdf
- 9 IID1_Technology_Replacement_Plan_Summary_14-15.pdf
- 10 IID1_Equity_Funding_Proposal_Template.pdf
- 11 IID1_SMC_Budget_Reports_online.pdf
- 12 IID1_Budget_Report_from_BT_Agenda_11-3-2015.pdf
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- 14 IID2_SMC_Facilities_Master_Plan_2010_Update.pdf
- 15 IID2_Technology_Objectives_2014-2015.pdf
- 16 IID2_Program_Review_Annual_Report_2014-2015.pdf
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Standard IV: Leadership and Governance



STANDARD IVA: LEADERSHIP AND GOVERNANCE

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

Evidence of Meeting the Standard

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

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

- An innovative and responsive academic environment;
- A supportive learning environment;
- A stable fiscal environment;
- A sustainable physical environment; and
- A supportive collegial environment.

The [Vision, Mission, Institutional Learning Outcomes, and Supporting Goals](#) are used as the basis for all institutional decision-making from the *Master Plan for Education* objectives, to budget augmentations, to new program development.³ These written commitments to innovation, excellence, and student learning and achievement are included in nearly all planning documents for use by faculty, staff, administrators, students, Board of Trustees members, and others. As instructional programs, student support services, and administrative units develop and implement their individual and collective goals and objectives, the College's administrative processes from budget development to program review require that they align their requests for additional support and funding, as well as all program decision-making and activity, with these institutional goals and outcomes. Through this alignment,

there is college wide awareness of the College's goals, values, and commitment to innovation.

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

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

Process for Ensuring Participation in the Development/Implementation of Innovation

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

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

Strategic Initiatives also arise from individual faculty and staff. For example, the College's [GRIT Initiative](#)¹⁴ was developed from an article read by a full-time faculty member who shared its relevance and potential impact with other members of the institution through the committee structure. DPAC later identified GRIT as a strategic priority for which the Board of Trustees, and the Superintendent/President approved resources to support the initiative. In 2013-2014, the Board included GRIT as [Goal #2](#) in its Goals and Priorities.¹⁵

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

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

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

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

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

The Santa Monica College Foundation also offers several Chairs of Excellence awards each year to exceptional faculty members pursuing innovative avenues to advance learning opportunities for students. The [Chairs of Excellence](#) awards²⁰ have been established for specific academic disciplines by the generous donations of individuals and corporations. There are currently Chairs of Excellence in Life Science, Physical Science, Earth Science, Music, Performing Arts, Art, Nursing, Business, Community, and Philosophy and Social Sciences.

Analysis

The College has worked to integrate innovative planning and program development with the tenets of participatory governance and institutional effectiveness to ensure that ideas for improvement have the support of the college community and will improve student learning and achievement. Ideas for improvement that have significant institution wide implications and/or address a pressing institutional need may be included in the *Master Plan for*

Education and/or identified as a Strategic Initiative. For example, the allocation of resources such as [disbursement of Student Equity funds](#) involves participation from college wide constituents.²¹ The ideas and initiatives that are institutional in scope and with the broadest base of support, as well as the greatest need for improvement, tend to move to the institutional planning level most readily.

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

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

Plan

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

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

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

Evidence of Meeting the Standard

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

In this role, DPAC makes recommendations to the Superintendent/President on matters that are not otherwise the primary responsibility of the [Academic Senate \(BP 2210\)](#), [Classified Staff \(BP 2220\)](#), [Associated Students \(BP 2230\)](#), or the [Management Association \(BP 2240\)](#).²⁴ These issues include budget, facilities, human resources, instruction, student services and technology planning. DPAC also develops the annual *Master Plan for Education* and oversees the strategic planning process. The Superintendent/President considers each recommendation put forth by DPAC and makes decisions in the best interest of the College, its Mission, and its students, faculty, staff, and programs. When the Superintendent/President acts counter to a DPAC [recommendation](#),²⁵ immediate [feedback](#) is provided to DPAC regarding the decision.²⁶

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

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

Other academic and professional matters are subject to the mutual agreement process through Academic Senate joint committees. These include curriculum matters; degree and certificate requirements; educational program development; standards or policies regarding student preparation and success; District and College governance structures as related to faculty roles; policies for faculty professional development activities; processes for program review; processes for institutional planning and budget development; policies for academic personnel

matters; and other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

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

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

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

Students are actively engaged in all levels of institutional planning and not only propose innovative ideas, but support viable solutions to which they may allocate their resources. In May 2015, the Associated Students revised its [Fiscal Policy](#)²⁷ to further clarify the principles and processes by which the Associated Students allocates its money. Projects funded by the Associated Students include:

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

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

Policies Guiding Participation in DPAC and Other Planning Processes

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

Analysis

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

With regard to student participation, students are identified as one of DPAC's four primary constituency groups. As such, they have full voting rights on all matters brought before DPAC and its subcommittees. Unfortunately, the Associated Students has struggled to secure enough student participation to be fully represented on these committees. In addition, meetings are often held at times when participating students are not available, and thus, while they are invited and welcomed, they simply cannot attend due to schedule conflicts. The committees still must address their agendas, resulting in recommendations that progress without student input.

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

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

Plan

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

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

Evidence of Meeting the Standard

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

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

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

Analysis

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

Plan

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

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

Evidence of Meeting the Standard

Santa Monica College's board policies and administrative regulations clearly outline the roles and responsibilities of faculty and administrators in the curriculum and student learning processes. Specifically, BP 2210 notes that faculty have the primary responsibility for establishing and enforcing grading policies. Other academic and professional matters related to curriculum and student learning programs and services are subject to the mutual agreement process through the Academic Senate joint committees as discussed in IVA.3.

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

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

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

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

Analysis

Faculty and administrators are actively involved in the decision-making processes that guide the development, implementation, and assessment of curriculum and other student learning

programs and services. The Academic Senate Joint Curriculum Committee sits at the forefront of these efforts and maintains an aggressive review schedule that ensures all new and revised curricula are carefully screened prior to approval and implementation. The Curriculum Committee receives significant support from other committees in carrying out its responsibilities.

Plan

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

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

Evidence of Meeting the Standard

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

Appropriate Consideration of Relevant Perspectives

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

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

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

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

Decision-Making Aligned with Expertise and Responsibility

The College includes content experts on all committees, including classified staff, as appropriate, either as voting members through the participatory governance structure or as

advisory members, ad hoc members, or interested parties. This participation ensures that the committees have access to the expertise they need to make informed decisions. An example of a committee that includes content experts is the DPAC Technology Planning Subcommittee, which includes key technological resource experts from Network Services and Distance Education.

Timely Action on Institutional Plans, Policies, and Curricular Changes

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

A non-instructional example arose from the unusually long period of extremely hot temperatures during Summer and early Fall of 2015. Given that the College is located within miles of the Pacific Ocean, not all of its buildings have air conditioning. As such, when the temperature rose that summer, many of the College's facilities, including classrooms and work spaces, were excessively warm to the point that students, faculty, and staff were not coming to class. DPAC immediately addressed the issue and made a recommendation to the Superintendent/President to address the situation through whatever means possible. The Superintendent/President accepted the recommendation and the DPAC Facilities Planning Subcommittee and the Facilities team were charged to cost out potential short- and long-term solutions. While Facilities immediately implemented temporary solutions, the Facilities Planning Subcommittee further researched the cost of more [permanent solutions](#) and presented these to DPAC in February 2016.⁴³ The College is working on an interim solution that, while costly, addresses the immediate concern.

Analysis

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

Plan

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

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

Evidence of Meeting the Standard

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

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

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

The Academic Senate and its joint committees prepare a report as outlined in BP 2210. These committees meet regularly to identify and address issues within their purview and forward recommendations to the Academic Senate. Recommendations within the Academic Senate joint committees require mutual agreement for all academic and professional matters, except grading, faculty roles in accreditation, and the assessment of faculty professional development needs. Mutual agreement means that the policy and implementation recommendations must be agreed upon by all members of the committee, including the faculty and administrative representatives.

All actions and decisions of the Academic Senate are also [posted online](#) and made available to the public.⁵¹ In a similar fashion, members of other college constituency groups report to

their respective groups regarding all matters under consideration in the joint committees, as well as when a recommendation has been made and forwarded for further consideration.

Analysis

The college community has been working diligently to strengthen communication between and among constituency groups, promote transparency within the decision-making process, and improve trust among the college community. One of the first steps was the creation of DPAC which, as the College's central planning body, includes input from all four of the College's constituency groups. There has been lingering concern that the Superintendent/President was not providing sufficient feedback to DPAC when a recommendation was not accepted. To address this concern, during the 2014-2015 academic year, DPAC added a standing agenda item to all meeting agendas entitled "Response from Superintendent/President." Since the implementation of this item, all recommendations forwarded to the Superintendent/President have included a response from the Superintendent/President in subsequent meetings which are documented in meeting minutes.

Plan

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

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

Evidence of Meeting the Standard

Leadership roles, institutional governance and decision-making policies, procedures, and processes are evaluated annually through various mechanisms designed to assure their integrity and effectiveness. As outlined in Standard IVB, the Board of Trustees evaluates the performance and effectiveness of the Superintendent/President on an annual basis in accordance with BP 1280, [Evaluation of the Superintendent/ President](#).⁵² Also, as outlined in Accreditation Standard IVC, the Board of Trustees, on an annual basis in accordance with BP 1270, Board Self-Evaluation, evaluates its own effectiveness in setting and addressing the Board's priorities and ensuring the overall effectiveness of the College in achieving its Mission, Goals, and Institutional Learning Outcomes.

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

The College also evaluates the effectiveness of its governance structure on an annual basis. DPAC, for example, submits an [annual report](#) that documents its actions⁵⁵ and reviews the [composition of DPAC](#) and its functions. Each DPAC subcommittee reviews its charge early in the academic year and makes revisions as necessary.

DPAC also reviews its charge each year to ensure its relevancy and proposes changes as necessary. The [most recent review](#) occurred in October 2015⁵⁶ and resulted in several significant changes, including specific language regarding institutional planning and the development of institutional objectives (*Master Plan for Education*), as well as a change to the quorum requirement for DPAC subcommittees in response to low meeting attendance by student representatives. DPAC changed the quorum requirement to be “*a simple majority of subcommittee members appointed by employee constituency groups*,” for a total of seven of twelve members. This change has significantly improved the ability of the DPAC subcommittees to exercise their respective institutional planning responsibilities.

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

The Academic Senate evaluates its effectiveness in much the same way as DPAC with the Academic Senate joint committees reviewing their [goals and objectives](#)⁵⁹ at the beginning of each year and presenting a [summary report](#) to the Academic Senate of their activities at the end of each year.⁶⁰ The year begins with a fall planning retreat to set goals for each committee and ensure that the chairs and co-chairs of the Academic Senate joint committees are aware of their charge and what is expected of them. Each committee also provides regular updates to the Academic Senate during monthly meetings.

Meeting minutes from both DPAC and the Academic Senate, including a summary of each committee’s [monthly report](#), are posted on the College’s website and accessible by all members of the college community, both internal and external.⁶¹

Finally, the College’s senior staff members, which consist of the Superintendent/President, the division vice presidents, legal counsel, and any invited guests, meet weekly to review and address the overall functioning of the institution.

Analysis

Santa Monica College annually evaluates its leadership roles and governance and decision-making mechanisms as outlined in board policy. This information is used to improve policies, procedures, and processes as necessary, as well as to identify other areas of concern that may need to be addressed through the planning processes. With the exception of the Superintendent/President’s performance evaluation, all evaluation feedback is communicated to the college community through the College’s website.

Plan

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

LIST OF STANDARD IVA EVIDENCE

- 1 IVA1_Superintendent_Annual_Report_to_the_Board_2014-15.pdf
- 2 IVA1_ILOs_and_Core_Compencies.pdf
- 3 IVA1_District_Mission_Vision_and_Goals.pdf
- 4 IVA1_IxD_Baccalaureate_Proposal.pdf
- 5 IVA1_Pathway_Law_School_grant_proposal.pdf
- 6 IVA1_MUREP_Grant.pdf
- 7 IVA1_Public_Policy_Institute.pdf
- 8 IVA1_Public_Policy_AA_Degree.pdf
- 9 IVA1_PromoPathway_SMCInFocus.pdf
- 10 IVA1_Equity_Funding_Proposal_Template.pdf
- 11 IVA1_Article2200_and_related_BPs_ParticipatoryGovernance.pdf
- 12 IVA1_Program_Review_2013_DPAC_Report.pdf
- 13 IVA1_DPAC_Request_Form.pdf
- 14 IVA1_GRIT_Initiative.pdf
- 15 IVA1_BT_Agenda_8-6-2013_Goals_and_Priorities.pdf
- 16 IVA1_BT_Priorities_Goals_2010-2015.pdf
- 17 IVA1_Consent_Flyer.pdf
- 18 IVA1_Organic_Learning_Garden.pdf
- 19 IVA1_SMC_Foundation_Innovation_Progress_Awards_2015.pdf
- 20 IVA1_Chairs_of_Excellence.pdf
- 21 IVA1_2015-2016_Planning_Committee_and_Collaboration_SMCStudentEquityPlan.pdf
- 22 IVA2_BP_2140.pdf
- 23 IVA2_BP_2200-2250.pdf
- 24 IVA2_BP_2200-2250.pdf
- 25 IVA2_DPAC_Minutes_4-27-2016.pdf
- 26 IVA2_Superintendent_Response_to_DPAC_2-24-2016.pdf
- 27 IVA2_Associated_Students_Fiscal_Policy_approved_May_2015_11th_edition.pdf
- 28 IVA2_AnyLineAnyTime.pdf
- 29 IVA2_AssocStudents_BoardMtg_Minutes_12-10-15.pdf
- 30 IVA2_AS_Scholarship_book_2014-2015.pdf
- 31 IVA2_AR_2250.pdf
- 32 IVA2_DPAC_Charter_11-09.pdf
- 33 IVA2_AR_2250.pdf
- 34 IVA4_Curriculum_Committee_Minutes_Approval_of_IxD_Courses.pdf
- 35 IVA4_Curriculum_Committee_Minutes_2-17-16_Approving_Baccalaureate_Degree.pdf
- 36 IVA4_Curriculum_Committee_webpage.pdf
- 37 IVA4_Curriculum_Annual_Report_2014-2015.pdf
- 38 IVA4_Distance_Education_Committee_webpage.pdf
- 39 IVA4_DE_Substantive_Change_Proposal
- 40 IVA4_AS_Minutes_3-1-2016_with_BS_Approval.pdf
- 41 IVA5_BP_2200.pdf
- 42 IVA5_BP_2230.pdf
- 43 IVA5_DPAC_Minutes_2-24-2016.pdf
- 44 IVA6_BP_1210.pdf
- 45 IVA6_BP_3122.pdf
- 46 IVA6_DPAC_Minutes_5-13-2015.pdf
- 47 IVA6_DPAC_Minutes_6-10-2015.pdf
- 48 IVA6_BT_Minutes_6-2-2015.pdf
- 49 IVA6_Board_of_Trustees_Meeting_Information.pdf

50 IVA6_BT_Meeting_Summary_email.pdf
51 IVA6_Academic_Senate_webpage.pdf
52 IVA7_BP_1270-1280.pdf
53 IVA7_BT_Study_Session_Agenda_3-15-2016.pdf
54 IVA1_Superintendent_Annual_Report_to_the_Board_2014-15.pdf
55 IVA7_DPAC_Annual_Report_2014-2015.pdf
56 IVA7_DPAC_Minutes_10-28-2015.pdf
57 IVA4_DPAC_Request_Form.pdf
58 IVA7_Agenda_Setting_from_DPAC_Charter_and_Organization_2015-2016.pdf
59 IVA7_AcademicSenate_GoalsandObjectives_2015 2016
60 IVA7_2014-2015_AS_Year_In_Review.pdf
61 IVA7_DPAC_Meeting_Schedules_and_Documents.pdf

STANDARD IVB: CHIEF EXECUTIVE OFFICER

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

Evidence of Meeting the Standard

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

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

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

- The new faculty hiring process is a highly collaborative process that begins and ends with the Superintendent/President, who works with Fiscal Services to determine the number of new faculty to be hired each year, taking into consideration the College's fiscal position. The Academic Senate then creates a committee of faculty and administrators who use this information to solicit, review, and rank departmental requests for new faculty. The Superintendent/President reviews these rankings to [finalize the list](#)⁶. The hiring committees forward finalists and provide input to the [Superintendent/President](#),⁷ who decides which candidate(s) to hire.

- The annual objectives for the *Master Plan for Education* are reviewed by the Superintendent/President, revised as necessary, and [presented](#)⁸ to the Board of Trustees.
- The Superintendent/President sets the [Vision for the College](#)⁹ and lays the foundation for the development and institutionalization of new instructional programs and services. In recent years, this has included the development of the [Public Policy Institute](#)¹⁰ and the pursuit of the [pilot baccalaureate degree](#).¹¹

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

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

Analysis

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

The Superintendent/President has also continued to support the role of the College's District Planning and Advisory Council (DPAC) as the College's primary planning body. DPAC has continued to improve its processes for developing and evaluating the annual *Master Plan for Education*, which clearly and concisely outlines the College's direction. The Superintendent/President also relies on DPAC planning subcommittees, including the Budget Planning Subcommittee, to make recommendations about priorities and values that inform budget development and resource allocation, including the former Superintendent/President's

decision to use the College's reserve to ensure that students had additional access to classes during the economic recession.

Plan

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

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

Evidence of Meeting the Standard

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

The following provides an overview of the administrative responsibility for each senior staff member and is depicted visually in the College's [Management Organizational Charts](#).¹⁷

- The **Executive Vice President** has served as the Assistant Secretary to the Board of Trustees, the Chief Operational Officer of the District, and the designated alternate for the Superintendent/President in the event of an absence.
- The **Vice President, Business and Administration**, is the College's Chief Business Officer. This area includes Fiscal Services, Facilities, Maintenance, Business Services, Accounting, Payroll, Purchasing, Events and Contracts, Auxiliary Services, the Bookstore, Warehouse and Mail Services, Risk Management, Grounds and Landscape, and Construction Systems.
- The **Vice President, Academic Affairs**, is responsible for the College's 23 instructional areas, which are led by department chairs elected by the full-time faculty of each instructional department; Curriculum; Interdisciplinary Programs; Scholars Program; Instructional Facilities Management; Program Review; Library and Information Services; Learning Resources; Distance Education; Supplemental Instruction and Tutoring; Media and Reprographics; Workforce Development; Community Education; Non-Credit (Adult Education); External Programs; Student Success and Basic Skills Initiative (in collaboration with Enrollment Development); Center for Teaching Excellence; Health Sciences; Student Equity; Grants; and Science, Technology, Engineering, and Math (STEM) Programs.
- The **Vice President, Student Affairs**, is responsible for all student services, including Counseling/Retention, the Veterans Resource Center, the Latino Center, the

Black Collegians Center, Student Health and Safety, Student Life, Psychological Services, Emergency Preparedness, Transportation, Sustainability, Extended Opportunity Programs and Services, and the Disabled Students Programs and Services; the Santa Monica College Police Department and Campus Security; the Athletics Department (all team sports); and Alumni Relations. The faculty-elected chair of the Counseling Department serves as a liaison to the Student Affairs administration.

- The **Vice President, Enrollment Development**, is responsible for Student Enrollment Services, Institutional Research, Matriculation, Financial Aid/Scholarships, International Education, Outreach/Recruitment, Study Abroad, International Development, Information Technology, and the College's Student Success Initiatives (in collaboration with Academic Affairs), including the Student Success and Support Program.
- The **Vice President, Human Resources**, is responsible for all faculty and staff personnel services, staff development, and staff diversity. The Personnel Commission, which manages the classification and recruitment of classified positions, operates separately from the District in accordance with the laws governing merit systems.
- The **Senior Director of Government Relations/Institutional Communications** oversees facilities programming and events planning and is directly responsible for Community and Academic Relations (including web content and social media), Marketing, and Institutional Advancement.
- The **Campus Counsel** is a consultative position that consolidates and coordinates the various legal services used by the College, thus reducing costs in this area, by determining which legal issues need to be investigated externally versus internally.

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

Analysis

During the past six years, the college community has experienced great successes in many areas but also suffered loss and change at the same time. With leadership from the Superintendent/President, the College has maintained its reputation as a leading transfer college in California, survived the economic recession with few cuts to services and programming, and was selected as one of the first community colleges in California to offer a baccalaureate degree. These achievements were accomplished in large part due to an organizational culture and structure that allows the College's various constituency groups and divisions to move forward with their goals and objectives in a manner necessary for success. The Superintendent/President works with the administrative team to achieve institutional goals and outcomes and expects institutional collaboration at all levels.

Despite these successes, the College's leadership has undergone several significant transitions in recent years. In June 2014, the College's long-standing Vice President of Academic Affairs retired. Shortly thereafter, in August, the College's Executive Vice President, who worked for the College in various capacities for more than 30 years,

unexpectedly passed away. The loss of either individual was substantial in itself, but together, they created a great gap in the senior administration. Fortunately, the former Vice President of Academic Affairs agreed to return to fill the Executive Vice President role in the interim. However, another major leadership change occurred with the retirement of the Superintendent/President as of June 2015. Again, the former Vice President of Academic Affairs stepped up and agreed to serve as Interim Superintendent/President until the new Superintendent/President was hired and assumed the position in February 2016. The new Superintendent/President has made a point of getting to know all facets of the College and is an [active participant](#) in college events.¹⁸

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

Plan

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

IVB.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves achievement and learning; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

With leadership from the Superintendent/President, Santa Monica College has developed a culture of collegiality and participatory governance that builds upon and supports planning efforts and accurately reflects the character of the College. This position instructs the administrative team to work collaboratively with the faculty and classified staff and ensures that administrative content experts are available to advise the various planning committees. As an example, a representative of Fiscal Services is a standing member of the DPAC Budget Planning Subcommittee, while a member of the Office of Institutional Research is a standing member of both the Academic Senate Joint Program Review and Institutional Effectiveness

Committees. These placements ensure that the planning committees have access to the information that they need to make informed recommendations.

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

- District Planning and Advisory Council (DPAC): As outlined in Board Policy 2250, [Administrative Regulation 2250](#),²⁰ and the [DPAC charter](#),²¹ DPAC's membership includes representation from all college constituency groups, including students. The Superintendent/ President appoints a delegate to serve as the DPAC Chair; the Vice President of Enrollment Development currently serves in this capacity.
- Academic Senate Joint Institutional Effectiveness Committee: As outlined in [Board Policy 2210](#),²² the Academic Senate represents the faculty in "*collegial governance relating to academic and professional matters.*" Institutional effectiveness is another area in which the faculty collaborate with the administration. This committee creates an annual [Institutional Effectiveness Report](#),²³ which is used in college planning.
- Academic Senate Joint Program Review Committee: Program review is another example of the faculty working collaboratively with the administration; program review data serves as the basis for institutional improvements at the program level.
- DPAC Planning Subcommittees: Administrative Regulation 2250 grants authority to DPAC's four Planning Subcommittees to consider issues relevant to their respective areas and make recommendations to DPAC consistent with the College's Mission.

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

Analysis

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

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

Plan

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

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

Evidence of Meeting the Standard

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

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

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

Analysis

Although the development of the College's Self Evaluation Report took place during a period of leadership transitions, the position of Superintendent/President has always maintained the primary leadership responsibility for ensuring that the College meets or exceeds the Eligibility Requirements, Accreditation Standards, and Commission policies. When the new Superintendent/President started her tenure, the self-evaluation process had been underway for over 16 months, but she has maintained oversight over the process, addressing the accreditation process during weekly meetings with senior staff, updates provided to the

Board of Trustees, and communication with the college community during the [Spring Institutional Flex Day presentation](#).³⁶ The Fall 2016 Opening Day program (which will take place August 25, 2016) has not yet been developed, but accreditation will be the focus of both the Superintendent/President's remarks and many of the break-out sessions.

Plan

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

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

Evidence of Meeting the Standard

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

The Superintendent/President regularly receives [legal advice](#)³⁹ from Campus Counsel and other attorneys retained by the District regarding compliance with federal and state laws and discusses this advice with senior staff. When the College receives recommendations from the Community College League of California, the Superintendent/President asks senior staff to review the information and determine which area should address the recommendation.

The Superintendent/President also seeks input from Academic Senate joint committees on the board policies within their purview. [Board Policy 2210](#)⁴⁰ establishes that faculty and administration in the joint governance process "mutually agree" on any resolutions except for those involving grading policies; faculty roles and involvement in the accreditation processes; and the assessment of faculty professional development needs. For these areas, board policy requires the administration to "rely primarily" upon faculty, which means that the recommendations of the Academic Senate will normally be accepted; only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. Policy changes agreed to in the Academic Senate joint committees are documented in the Academic Senate/District's [routing forms](#),⁴¹ which are signed by the appropriate committee chair and vice chair, the Academic Senate President, and the Superintendent/President. If a Senate recommendation in the above areas is not accepted, the Superintendent/President or designee promptly communicates the reasons in writing to the Academic Senate.

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

practices include a strong program review process, the integration of institutional performance data as the basis for institutional planning, adherence to the principles of participatory governance, and a commitment to innovation and excellence.

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

The day-to-day control and oversight of the budget and expenditures is the responsibility of Fiscal Services with leadership from the Vice President of Business and Administration and the Superintendent/President. Fiscal Services has implemented processes such as the [Personnel and Budget Augmentation Request Form](#)⁴² to ensure that all budget decisions are aligned with the College's Mission, Goals, and priorities. Fiscal Services ensures that funds are used as proposed by presenting quarterly budget reports to the [constituency groups](#)⁴³ and to the Board of Trustees.

Analysis

The members of the college community recognize that institutional practices reflect the institutional Mission and policies. For example, after the June 2013 shooting on campus, the Superintendent/ President and the senior administrative team established a work group of key faculty, staff, and administrators to review institutional policies and practices with regard to campus safety. This led to the development of new policies and new [practices](#), and the delivery of campus wide [training](#) to [strengthen the safety](#)⁴⁴ of the college community.

The college budget is designed to incorporate the Board's priorities, as well as to ensure that the College achieves its Mission, Goals, and priorities. Members of the DPAC Budget Planning Subcommittee agree that open communication and the transparency of information presented by the Chief Director of Fiscal Services have greatly improved the budget planning process. For example, committee members use the [new budget calendar](#)⁴⁵ in budget planning.

Plan

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

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

Evidence of Meeting the Standard

The Superintendent/President serves as the College's leading, primary face and ensures that the College is represented at a variety of organizations. Although just months into her tenure

with the College, the Superintendent/President has already established herself as an [active member](#)⁴⁶ of the Santa Monica/Malibu community. The College's Superintendent/Presidents are typically members of the Santa Monica Chamber of Commerce and attend meetings of the Rotary Club, Kiwanis Club, and other local service organizations. They also meet regularly with the Santa Monica City Manager, the Malibu City Manager, and the Superintendent of the Santa Monica/Malibu Unified School District (SMMUSD). The College, the City of Santa Monica, and SMMUSD [form the institutional leadership and organizational](#)⁴⁷ backbone for the Santa Monica [Cradle to Career Initiative](#).⁴⁸

The College acts as a civic leader, providing community services such as "[Celebrate America](#)⁴⁹," the City of Santa Monica's annual Fourth of July celebration held on the main campus. The College and City are also partnering on the development of an [Early Childhood Education Center/Lab School](#)⁵⁰ to be built on City property and funded by both the City and the College.

[Emeritus College](#),⁵¹ National Public Radio Station [KCRW](#),⁵² the [Community Education Program](#),⁵³ and the [Broad Stage at the Performing Arts Center](#)⁵⁴ also serve as important community resources. The Superintendent/President also serves as a voting member of the [Broad Stage Board of Directors](#)⁵⁵ and the [Santa Monica College Foundation](#),⁵⁶ working alongside community volunteers to raise awareness of and funding for college programs.

Another example of the Superintendent/President's relationship with the community is evident through the College's [General Advisory Board](#),⁵⁷ which is a group of college neighbors, civic leaders, business owners, corporate representatives, and elected officials who hold bi-monthly breakfasts that highlight distinct, innovative programs or projects at the College.

The Superintendent/President also works closely with the Santa Monica Malibu Unified School District on projects such as dual enrollment, the [Education Collaborative](#),⁵⁸ [Young Collegians Program](#),⁵⁹ and [Adult Education Block Grant Regional Consortium](#).⁶⁰

Analysis

Through active involvement and by providing public programming for the community, the College's Superintendent/President maintains an effective working relationship with the local community. For example, the passage of [four bond measures since 2002](#)⁶¹ indicates consistent community support for the College. However, because the College is located in an urban neighborhood, the College sometimes faces tension with its neighbors due to traffic congestion and parking problems. The College sends [notifications](#)⁶² to the community to remind them about increases in traffic before the beginning of each semester and has worked to direct traffic and develop parking patterns to reduce traffic burdens on the community. This includes implementing and promoting multiple traffic reduction strategies such as free bus passes; bike-parking and sharing; carpooling, including through Uber pool; and, most recently, the opening of the 17th Street/Santa Monica College light rail station.

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

Plan

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

LIST OF EVIDENCE USED IN STANDARD IVB

1	IVB1_Opening_Day_9-26-2010.pdf
2	IVB1_Opening_Day_9-25-2011.pdf
3	IVB1_Superintendents_Report_BT_Minutes_4-5-2016.pdf
4	IVB1_SMC_News_Release_Baccalaureate_Final_Approval-5-18-15.pdf
5	IVB1_Superintendents_Annual_Report_2014-15.pdf
6	IVB1_Superintendent_Final_Hiring_Memos.pdf
7	IVB1_Geology_Instructor_Selection_Process.pdf
8	IVB1_Superintendent_Report_MPE_BT_Minutes_10-6-2015.pdf
9	IVB1_AS_Minutes_3-1-2016_with_BS_Approval.pdf
10	IVB1_Public_Policy_Institute_webpage.pdf
11	IVB1_SMC_News_Release_Baccalaureate_Final_Approval-5-18-15.pdf
12	IVB1_Office_of_Institutional_Research_webpage.pdf
13	IVB1_English_Academy_webpage.pdf
14	IVB1_English_Academy_Success_Rates.pdf
15	IVB1_Title_IX_Task_Force_webpage.pdf
16	IVB1_Emergency_Preparedness_Task_Force-Recommendations_1-28-2014.pdf
17	IVB2_SMC_Administration_Organizational_Chart_2016.pdf
18	IVB2_Meet_the_President_email_4-29-2016.pdf
19	IVB3_BP_2200-2250.pdf
20	IVB3_AR_2250.pdf
21	IVB3_DPAC_Charter_11-09.pdf
22	IVB3_BP_2210_Academic_Senate.pdf
23	IVB3_2015_IE_Committee_Report_to_DPAC.pdf
24	IVB3_Personnel_and_Budget_Augmentation_Request_Form.pdf
25	IVB3_Instructions_for_FT_Hiring_Requests_2015-2016.pdf
26	IVB3_Program_Review_Guide_Combined_Instructional_CTE.pdf
27	IVB3_MPE_Objective_template_2016-2017.pdf
28	IVB4_BP_2140.pdf
29	IVB4_AccreditationUpdate_Minutes_BT_Meeting_3-1-16.pdf
30	IVB4_Opening_Day_Fall2015.pdf
31	IVB4_Professional_Development_Day_Fall_2014.pdf
32	IVB4_Professional_Development_Day_program_3-15-16.pdf
33	IVB4_DPAC_Minutes_2-10-2016_Accreditation_update.pdf
34	IVB4_Management_Association_Agenda_3-14-2014.pdf
35	IVB4_Brown_Bag_StandardII.pdf
36	IVB4_President_keynote_speech_Flex-Day-3-15-2016.pdf
37	IVB5_Presidential_reports.pdf
38	IVB5_SecondReading_BP3122_Minutes_BT_Meeting_7-7-2015.pdf
39	IVB5_Closed_Session_BT_Meeting_11-3-2015.pdf
40	IVB3_BP_2210_Academic_Senate.pdf
41	IVB5_SMC_Routing_Form_for_BPs_and_ARs.pdf

42 IVB3_Personnel_and_Budget_Augmentation_Request_Form.pdf
43 IVB5_DPAC_Minutes_8-26-2015.pdf
44 IVB5_SMC_Emergency_Preparedness.pdf
IVB5_Screenshot_SMC_Emergency_Preparedness_Video.pdf
IVB5_Emergency_Preparedness_Trainings.pdf
45 IVB5_2015-16_Budget_Calendar.pdf
46 IVB6_Dr_Jeffery_Community_Events.pdf
47 IVB6_Cradle_to_Career.pdf
48 IVB6_SMC_Cradle-to-Career_FAQs.pdf
49 IVB6_Celebrate_America_6-27-2015.pdf
50 IVB6_Article_SMC_City_Hall_to_build_childcare_center.pdf
51 IVB6_Emeritus_College.pdf
52 IVB6_KCRW_Website.pdf
53 IVB6_Community_Education_Webpage.pdf
54 IVB6_TheBroadStage_Education_and_Community_Programs.pdf
55 IVB6_Leadership_TheBroadStage.pdf
56 IVB6_SMC_Foundation_Board_of_Directors.pdf
57 IVB6_General_Advisory_Board_webpage.pdf
58 IVB6_SMC-SMMUSD_Ed_Collaborative_March-April_2016.pdf
59 IVB6_Young_Collegians_Program.pdf
60 IVB6_BT_Minutes_1-12-2016.pdf
61 IVB6_Construction_Projects_Update_7-1-2015.pdf
62 IVB6_Uber_Pool_email_2016.pdf

STANDARD IVC: GOVERNING BOARD

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

Evidence of Meeting the Standard

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

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

Board Policy Manual

The College has a comprehensive set of policies that govern not only the activity of the Board of Trustees, but also the actions of the College. The College's [Board Policy Manual](#) includes the board policies and their complementary administrative regulations.³ Administrative regulations provide specific direction as to how the College should function, and, in many cases, operationalize board policies and explain how a specific policy is to be enacted. The board policies and address the following six areas:

- Section 1000, Bylaws of the Board
- Section 2000, General District
- Section 3000, Human Resources
- Section 4000, Student Services
- Section 5000, Curriculum and Instruction
- Section 6000, Business Services and Facilities

Board policies are thoroughly reviewed, approved, and adopted by the Board of Trustees, whereas administrative regulations are not approved by the Board. As noted in Board Policies 1210 and 1220, the Board of Trustees is responsible for establishing general governing policies but grants the authority to make rules and regulations for the operation of the District to the Superintendent/President. Once approved, board policies are published on the college website.

While many of the administrative regulations are not reviewed by the Board, particularly those undergoing regular review and revision, the Board will review administrative regulations that correspond to significant new board policies, such as the recent policies and

regulations developed in response to new Title IX legislation, including [BP 3122, Sexual Misconduct](#)⁴ and the corresponding [Administrative Regulation 3122, Sexual Misconduct](#).⁵

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

Commitment to Quality, Integrity, Effectiveness, and Financial Stability

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

The College's Vision, Mission, and Supporting Goals serve as the foundation of all institutional planning and decision-making; they are also the basis for the Board of Trustees' annual [Board Goals and Priorities](#),¹¹ which reiterate the College's commitment to quality, integrity, effectiveness, and stability. In recent years, Board priorities have included the following:

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

Each year, the Board identifies specific priorities for maintaining fiscal stability. In most years, these priorities reflect a desire to ensure the College's financial health through revenue-generation and cost control. In [2011-2012](#)¹² and [2012-2013](#),¹³ the Board set explicit Budget Objectives and Principles to protect the financial health as it responded to the state's financial crisis with the intent to maintain the College's quality, integrity, and effectiveness while ensuring its fiscal stability. In light of current and foreseeable budget concerns, the [Board updated the document](#)¹⁴ this year.

Analysis

The College has an engaged Board of Trustees that serves as the governing board and policy-making body. The board is actively involved in assuring the quality, integrity, effectiveness, and stability of the College. This commitment is clearly articulated in the College's Vision, Mission, Supporting Goals, and Institutional Learning Outcomes and is refined annually through the development of Board Goals and Priorities and the ongoing review and revision

of board policies and administrative regulations. The Board of Trustees reiterates this commitment through the establishment of new board policies and/or principles, often in response to external stimuli. Its willingness and ability to respond quickly as necessary is one of the Board's greatest strengths.

Plan

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

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

Evidence of Meeting the Standard

The members of the Santa Monica College Board of Trustees are keenly aware that their responsibility as elected officials is to serve as a representative, collective entity of the District. This is clearly outlined in [BP 1230](#), Code of Ethics.¹⁵ This code states, among other items, that the Board of Trustees is “*made up of individuals who will strive to work with fellow Board members in a spirit of harmony and cooperation even when values and beliefs are divergent.*” Furthermore, the Board of Trustees is “*a unit of authority; Board members have no individual authority outside of official meetings.*”

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

Collective decisions made by the Board are supported by all trustees, even on those occasions when there are opposing viewpoints or when issues did not yield a unanimous vote. An example of this is the vote that followed a discussion of how the College would address [Governmental Accounting Standards Board \(GASB\) liabilities](#)¹⁶. This issue, which had a significant financial impact on the College, committed the College's financial resources for many years. Although the Board was split during its initial discussions of this issue, it eventually agreed to implement a funding plan that would set aside money in each consecutive annual budget to support its GASB liabilities until they were fully covered. Each year, the Board reaffirms this commitment by approving the annual budget, which includes a line item for GASB.

Analysis

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

Plan

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

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

Evidence of Meeting the Standard

[BP 1210, Powers and Responsibilities](#),¹⁷ states that the Board has the power and responsibility to hire, evaluate, and terminate the Superintendent/President and these key functions are guided by [BP 1266, Selection of the Superintendent/President](#),¹⁸ and [BP 1280](#).¹⁹

In 2015, the Board of Trustees had the opportunity to implement BP 1266, Selection of the Superintendent, when the College's Superintendent/President announced his retirement. During the recruitment and selection process, the [Board carefully followed this policy](#)²⁰. This is a policy that is not often reviewed, except when changes in leadership occur, and the Board used this opportunity to review the policy for effectiveness with the intent to make revisions as necessary. Ultimately, the Board did not identify any revisions.

The Board also evaluates the Superintendent/President's ability to facilitate and address Board Goals and Priorities, as well as the Vision, Mission, Goals, and outcomes of the College in general. The Board developed an [evaluation instrument](#)²¹ to assess these standards using both quantitative and qualitative measures. This instrument is updated annually to accurately reflect and measure specific performance criteria drawn from the Board's goals and objectives.

The Board reviews and evaluates the Superintendent/President's performance annually, usually in May during closed session. While the results of this evaluation are confidential, the decision of the Board to continue the Superintendent/President's employment contract reflects a satisfactory review of the Superintendent/President's performance objectives and outcomes. The amended contract is posted in the [agenda](#)²² and minutes of the Board of Trustees meetings.

Analysis

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

Plan

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

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

Evidence of Meeting the Standard

The Santa Monica College Board of Trustees serves as an independent, policy-making body that reflects the public interest in the institution’s educational quality. [Board members](#)²³ are elected by voters of the communities the College serves and, as such, are representative of the public interest. Board members are well-informed about constituents’ interests and concerns and actively work to protect the College from undue influence or political pressure. As elected officials serving four-year terms with no term limits, the Trustees are committed to the mission of California Community Colleges and the communities’ interest in local, high-quality, higher education opportunities for students.

These members are governed by board policies that state that they will avoid conflicts of interest. Specifically, [BP 1230, Code of Ethics](#) states that a member of the Board of Trustees will not use his/her position for material gain or use District funds, services, supplies, or equipment to urge the passage or defeat of any ballot measure or candidate, including but not limited to, any candidate for election to the Board of Trustees. The Board may draft initiatives or referendum measures on areas of legitimate interest to the District and/or College and may, through resolutions, express the Board’s position on those ballot measures. However, public resources may be used only for informational efforts regarding ballot measures. Furthermore, the Code of Ethics further states that members will not use or permit others to use public resources for personal purposes or any other purpose not authorized by law.

In addition, [BP 1250, Conflict of Interest](#),²⁴ states that individual members of the Board of Trustees must inform the Board when his/her private financial interests in a particular matter are affected or may be affected in a reasonably foreseeable manner by an action within his/her official duties and responsibility. This announcement must be made during a regular meeting of the Board that is open to the public. The member must then excuse himself/herself from further participation in that particular matter.

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

Analysis

The Board of Trustees includes seven members who are elected by the voters of the communities served by Santa Monica College, specifically the cities of Santa Monica and Malibu. These members work together as part of the College’s independent, policy-making governance board and reflect the public interest in the institution’s educational quality. Since

the College serves a large number of students from outside of the local communities, it is the Board's responsibility to ensure that the interests of the voters of the cities of Santa Monica and Malibu are addressed.

These interests are addressed through specific policies and practices that support the educational aspirations of the local communities. For example, the Board has approved the development of a satellite site in Malibu and the establishment of an early childhood education center with the City of Santa Monica, and it is a key partner in [Santa Monica's Cradle to Career Initiative](#).²⁵ In carrying out these activities, the members of the Board of Trustees are guided by board policies, which articulate the need to avoid conflicts of interest and to act with integrity in the best interest of the College at all times.

Plan

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

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

Evidence of Meeting the Standard

As dictated by [BP 1210](#),²⁶ the Board of Trustees is responsible for determining the high caliber and success of the educational program of the Santa Monica Community College District and for making rules and regulations for the operation of the District to ensure the quality, integrity, and improvement of student programs and services and the resources necessary to support them. As BP 1210 notes, the Board generally delegates that authority to the Superintendent/President while retaining the right to review rules and regulations for harmony with board policies. In this role, as outlined in [BP 1220](#),²⁷ the Board establishes general policies governing the operations of the College in accordance with the Vision, Mission, Supporting Goals, and Institutional Learning Outcomes of the College. The Board is clear on its responsibility to do the following:

- Maintain and safeguard the District's high caliber educational quality (as set forth in the College's Supporting Goals to offer an innovative and responsive academic environment and a supportive learning environment).
- Facilitate efficient and effective operational management (as defined in [BP – Section 6000, Business Services and Facilities](#)²⁸).
- Ensure fiscal integrity and stability (as set forth in the College's Supporting Goal to maintain a Stable Fiscal Environment and further defined in [BP 6110, District Budget Development](#),²⁹ which grants specific responsibility for the control of District funds to the Board of Trustees).
- Uphold standards that ensure legal compliance (as outlined in [BP 1230, Code of Ethics](#)), which states that the Superintendent/President and Board Chair are authorized to consult with legal counsel when they become aware of, or are informed about, actual or perceived violations of pertinent laws and regulations).

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

A key tool to assist the Board in evaluating institutional effectiveness, its progress toward Board Goals and Priorities, and overall achievement of the Mission of the College is [the Institutional Effectiveness Report](#),³⁰ which is presented annually to the Board of Trustees and summarized online through the [Institutional Effectiveness Dashboard](#).³¹ This report is produced by the Academic Senate Joint Institutional Effectiveness Committee, with support from the Office of Institutional Research, and provides an overview of the College's progress in achieving its Key Performance Indicators of Effectiveness and institutional set standards, as well as analysis of these results for improvement of student achievement and learning. The data included in the report is used as a basis for board planning and monitoring. Initially, this report was presented to the Board of Trustees in November. However, in an effort to constantly improve board practices, the Board recognized a need to move the timing of this report from the fall to the spring so that it can inform board planning and decision-making, including the setting of Board Goals and Priorities, which are identified in July. The Board may also use this report to inform its decision-making regarding the annual budget adoption, which occurs in August.

The Board has actively supported several faculty-led initiatives to foster student success and strengthen educational quality and student learning and achievement. Examples include the [GRIT Initiative](#)³² and [the Institutional Imagination Initiative \(I³\)](#),³³ which were developed as Strategic Initiatives by the Strategic Planning Taskforce, reviewed and recommended by DPAC, and approved by the Board of Trustees. The Board also contributes ideas to the institutional effectiveness and innovation of the College. For example, the idea of establishing a [Public Policy Institute](#)³⁴ came from a Trustee. These initiatives address college priorities and incorporate data and feedback from the College's planning processes, including information also used to develop institutional objectives for the *Master Plan for Education* update.

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

Analysis

The Santa Monica College Board of Trustees has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. It has developed policies to ensure that it receives sufficient information from the Superintendent/President to make informed decisions regarding these matters. The Board recently reviewed [revisions to BP 1210 and 1220](#)³⁵ to incorporate language that specifically addresses this standard.

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

Plan

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

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

Evidence of Meeting the Standard

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

The [Bylaws of the Board of Trustees](#), Section 1000 of the Board Policy Manual,³⁶ contains all board policies related to board size, duties, responsibilities, structure and operating procedures which are concentrated in the first two articles of this section:

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

Analysis

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

Plan

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

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

Evidence of Meeting the Standard

The Board of Trustees regularly acts in a manner consistent with its policies and bylaws, particularly with regard to the College's ongoing daily activities. This includes the implementation of policies related to institutional planning, participatory governance, and the development of committees. The Board Policy Manual outlines the general policies governing college operations and regularly assesses and revises them in accordance with [BP 1210, Power and Responsibilities](#),³⁷ which states that the Board of Trustees has the power

and responsibility to appraise and review its actions and policies. [BP 1270, Board Self-Evaluation](#),³⁸ further notes that the Board will include, as a component of its [annual self-evaluation](#),³⁹ a review of its policies and an assessment of their effectiveness. The regular review and assessment of existing board policies is coordinated by the Chair of the Board and is included in the Board's self-assessment and appraisal of college performance. The Board Chair appoints ad hoc subcommittees as needed to address or update particular policies or practices.

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

Analysis

The records of governing board actions, as noted in minutes and resolutions from [board meetings](#),⁴⁰ indicate that its actions are consistent with established policies and bylaws. The Board of Trustees is continuously working to improve board policies to better reflect the needs, concerns, and actions of Santa Monica College and reviews and assesses each of its operating policies for effectiveness on a regular basis. The Board has approved revisions and additions to board policy in several key areas, including [nondiscrimination policies](#)⁴¹ and [sexual misconduct policies](#).⁴² Each of these policies was drafted by one or more segments of the college community prior to review and approval by the Board of Trustees.

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

Plan

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

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

Evidence of Meeting the Standard

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

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

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

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

Analysis

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

Plan

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

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

Evidence of Meeting the Standard

Ongoing training and professional development of the College's Board of Trustees members is accomplished through a formal orientation process for new members and financial support offered for board members' participation in professional development activities. [BP 1140, Orientation of New Members](#),⁴³ informs the orientation of all new members to the Board of Trustees. Specifically, the Board of Trustees, the Superintendent/President, and members of senior staff provide information such as the Board Policy Manual and training on Board functions, policies, and procedures before the new member takes office. One-on-one meetings with department heads, student leadership, and constituency group leaders are also scheduled. The new member also receives notification and materials for board meetings before the new member's start of service to stay abreast of board activity.

As outlined in [BP 1340, Attendance at Meetings and Conferences](#),⁴⁴ members of the Board are encouraged to attend meetings and conferences related to educational or college matters as part of their professional growth and benefit to the District. As time permits, members assume leadership roles in the state's community college governing bodies, including the Community College League of California, for which one of the College's board members has served as Chair and Past-Chair of the [League's Board of Directors](#).⁴⁵

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

The Board of Trustees also conducts at least two board study sessions per year on topics of interest to board members and the college community. The Board has implemented additional workshops to facilitate board development, including a [workshop on Board/CEO relationships](#)⁴⁶ to establish a good working relationship with the College's new Superintendent/President.

Continuity of Board Membership and Staggered Terms of Office

There are seven board members who are elected to a four-year term by the voters in the College's district. There are no term limits, so members may serve as long as they would like for as long as the voters approve. The election of board members is guided by [BP 1130, Term of Office](#),⁴⁷ which states that elections are staggered, such that every two years, elections are held for either three or four board members. This ensures the continuity of membership and the presence of experienced members as new board members are elected.

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

Analysis

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

Plan

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

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

Evidence of Meeting the Standard

[BP 1270, Board Self Evaluation](#),⁴⁸ defines the annual self-evaluation process of the Board of Trustees. Conducted during the summer study session, the evaluation:

- 1) Assesses the strengths and weaknesses of the Board as a whole;
- 2) Determines the effectiveness of the performance of the Trustees in achieving the District’s goals;
- 3) Identifies the aspects or functions that need improvement;
- 4) Determines the effectiveness of the policies established by the Board; and
- 5) Assesses accomplishments relative to the Vision, Mission, and Goals of the District.

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

The [self-evaluation](#)⁴⁹ occurs during the Board’s summer Study Session and includes a review of the previous year’s Board Goals and Priorities and the College’s progress in achieving these priorities. The outcome of the [Board’s annual review of its Goals and Priorities](#)⁵⁰ is posted online. The results of the self-evaluation and performance appraisal discussion provide the basis for the Board to develop the next year’s [Goals and Priorities](#).⁵¹

In 2014-2015, members of the Board evaluated their performance through the completion of two questionnaires that asked members to assess their performance in relation to the [Accreditation Standards](#)⁵² and the College’s progress relative to the Board’s own [Goals and Priorities](#).⁵³ Supporting materials such as the Accreditation Standards; prior year Board of Trustees Goals and Priorities; notes related to presentations, reports, and actions at board meetings; and the Superintendent/President’s Annual Report were also included with the self-evaluation forms.

Analysis

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

Plan

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

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

Evidence of Meeting the Standard

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

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

BP 1250, Conflict of Interest, indicates that board members must inform the Board of Trustees when they have private financial interests in a particular matter that may be affected by an action taken within his/her official duties and responsibilities. At this time, the majority of board members have no employment, family, ownership or other personal financial interest in the District. Board member interests are disclosed through [Form 700: Conflict of Interest Form](#)⁵⁴ and do not interfere with the impartiality of the governing body

members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the District.

Analysis

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

Plan

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

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

Evidence of Meeting the Standard

[BP 1210](#)⁵⁵ and [1220](#) serve to delegate full responsibility and authority to the Superintendent/President to implement and administer board policies without board interference but retains the right to review rules and regulations for harmony for Board of Trustees policies. In addition, [BP 2120, Delegation of Authority](#),⁵⁶ grants the Superintendent/President the right to delegate any powers and duties entrusted by the Board. This delegation of authority is also stipulated in the Superintendent/President's employment contract.

The Board of Trustees engages in ongoing monitoring of the Superintendent/President's actions to implement board policies and achieve institutional goals and conducts an annual evaluation of the [Superintendent/President's overall performance](#),⁵⁷ as described in Standard IVC.3. The Board evaluates the Superintendent/President on specific goals and objectives set by the Board in its annual Goals and Priorities. The Superintendent/President receives feedback regarding his/her performance during closed session discussion. Instruments for the evaluation of the Superintendent/President are determined by the Board Chair, who may appoint an ad hoc committee to revise the process/tools if the Board so chooses. Components of the Superintendent/President's evaluation include a [Performance Appraisal Questionnaire](#)⁵⁸ completed by each Board member and a Summary Annual report. New this year, the Superintendent/President will complete and share with the Board [two self-reflection forms](#)⁵⁹ as part of the closed session evaluation process.

The Board also monitors the Superintendent/President's implementation of board policies and institutional performance throughout the year through weekly updates and [monthly reports](#)⁶⁰ that detail college activities and provide more in-depth information regarding selected programs, services, initiatives, and/or outcomes. These reports provide an opportunity for the Superintendent/President to share the College's successes and concerns with the Board, while allowing the Board to hold the Superintendent/President accountable.

Analysis

Santa Monica College has established board policies that clearly delegate administrative authority to the Superintendent/President. These policies, which are available online, ensure that all parties are clear regarding this delegation of administrative authority. The Board holds the Superintendent/President accountable for the operation of the College and sets expectations for the Superintendent/President based on its Goals and Priorities, the Superintendent/President's annual performance evaluation, and other institutional effectiveness data, including program and budget reports, presented to the Board throughout the year. These reports help ensure that the Board has sufficient information on institutional performance to fulfill its responsibility for educational quality, legal matters, and financial integrity.

Plan

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

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

Evidence of Meeting the Standard

[Board Policy 2130, Accreditation](#),⁶¹ states that it is the Superintendent/President's responsibility to ensure that the District complies with the accreditation process and standards of the Western Association of Schools and Colleges Accrediting Commission of Community and Junior Colleges. The Superintendent/President must also ensure that the Board is involved in a substantive manner in any accreditation process in which board participation is germane and provide the Board with an accreditation report and any proposed actions to be taken in response to recommendations in an accreditation report.

As such, the Board is apprised of the accreditation process and the College's accreditation status through regular [reports to the Board](#),⁶² particularly during a self-study year, but also as Eligibility Requirements, Accreditation Standards, and Commission policies change. This information is shared with the Board through the Superintendent/President and the College's Accreditation Liaison Officer and/or the co-chairs of the Accreditation Steering Committee. The Board is also involved in the process by approving policies, programs, and practices that ensure that the College is in compliance with Eligibility Requirements, Accreditation Standards, and Commission Policies. It is through these decisions, which include resource allocation, that the Board demonstrates its commitment to supporting and improving student learning outcomes.

The Board participates in evaluation of governing board roles and functions as part of the accreditation process by completing its annual self-evaluation as outlined in board policy. The Board also participates in the [self-study process](#) through self-reflection and plans for improvement.⁶³ In addition, in 2014-2015, the Board added a [questionnaire](#)⁶⁴ specifically addressing the extent to which the Board, its actions, and its policies align with the

accreditation standards identified in IVC, as well as the College's compliance with the policies and regulations required by the Accrediting Commission.

The Board understands the importance of accreditation and its process. Board members have been encouraged to attend specific training on Accreditation conducted by the Community College League of California and Association of Community College Trustees. The Board received periodic updates in their weekly board packets and the Accreditation Co-Chairs and Accreditation Liaison Officer delivered updates at board meetings. The Board also had the opportunity to review the Self Evaluation Report before officially accepting the Self Evaluation Report, and Board members were invited to attend the Brown Bag discussions.

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

Analysis

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

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

Plan

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

LIST OF EVIDENCE USED IN STANDARD IVC

- 1 IVC1_BP_1220.pdf
- 2 IVC1_BP_1210.pdf
- 3 IVC1_Screenshot_BoardPolicyManual.pdf
- 4 IVC1_BP_3122.pdf
- 5 IVC1_AR_3122.pdf
- 6 IVC1_AR_4114.pdf
- 7 IVC1_BP_2140.pdf
- 8 IVC1_BP_2405.pdf
- 9 IVC1_BP_2140.pdf
- 10 IVC1_BP_6100.pdf
- 11 IVC1_Board_Goals_Priorities_2010-2016.pdf
- 12 IVC1_BT_2-15-2011_Minutes.pdf
- 13 IVC1_Budget_Principles_2012-2013.pdf
- 14 IVC1_Budget_Objectives_Principles_BT_Agenda_6-7-2016.pdf
- 15 IVC2_BP_1230.pdf

16 IVC2_BT_Minutes_2-5-2013.pdf
17 IVC1_BP_1210.pdf
18 IVC3_BP_1266.pdf
19 IVC3_BP_1280.pdf
20 IVC3_BT_Minutes_5-26-2015.pdf
21 IVC3_Superintendent_Evaluation_forms_2010-2014.pdf
22 IVC3_BT_Agenda_4-5-2016.pdf
23 IVC4_BT_members.pdf
24 IVC4_BP_1250.pdf
25 IVC4_SM_Cradle-to-Career_FAQs.pdf
26 IVC1_BP_1210.pdf
27 IVC5_BP1220_BdPolicies.pdf
28 IVC5_BP_6000.pdf
29 IVC1_BP_6100.pdf
30 IVC5_2015_IE_Committee_Report_to_DPAC.pdf
31 IVC5_2015_Dashboard_Report.pdf
32 IVC5_GRIT_Initiative.pdf
33 IVC5_Strategic_Initiatives_webpage.pdf
34 IVC5_Public_Policy_Institute.pdf
35 IVC5_BT_Minutes_5-3-2016_changes_to_BP_1210_1220.pdf
36 IVC6_Summary_of_BT_ByLaws.pdf
37 IVC7_BP_1210_Powers_and_Responsibilities.pdf
38 IVC7_BP_1270_Board_Self-Evaluation.pdf
39 IVC7_BT_Minutes_Self-Eval_4-1-2014.pdf
40 IVC7_Example_of_BT_Actions_Compliance_with_BPs.pdf
41 IVC7_BP3120_Equal_Employment_Opportunity_and_Nondiscrimination_in_Employment.pdf
42 IVC7_BP3122_Sexual_Misconduct.pdf
43 IVC9_BP_1140_Orientation_of_New_Members.pdf
44 IVC9_BP_1340_Attendance_at_Meetings_and_Conferences.pdf
45 IVC9_Community_College_League_of_California_Board_of_Directors.pdf
46 IVC9_SMC_Board_Training_Workshop_PPT_2-20-16.pdf
47 IVC9_BP_1130.pdf
48 IVC7_BP_1270_Board_Self-Evaluation.pdf
49 IVC10_BT_Evaluation_Form_2014-2015.pdf
50 IVC10_BT_Study_Session_Minutes_7-21-2015.pdf
51 IVC1_Board_Goals_Priorities_2015-2016.pdf
52 IVC10_BT_Evaluation_Form_2014-2015.pdf
53 IVC10_BT_Evaluation_Forms_2012-2013.pdf
54 IVC12_Form700_2015_2016.pdf
55 IVC1_BP_1210.pdf
56 IVC12_BP_2100.pdf
57 IVC3_Superintendent_Evaluation_forms_2010-2014.pdf
58 IVC3_Superintendent_Evaluation_form_2013-2014.pdf
59 IVC12_Supt_Self-Eval_2015-2016.pdf
60 IVC8_Superintendent_report_from_BT_Minutes_1-12-2016.pdf
61 IVC1_BP_2130.pdf
62 IVC13_BT_Accreditation_updates_2015-2016.pdf
63 IVC13_BT_Self-Assessment_BT_Minutes_7-16-2013.pdf
64 IVC10_BT_Evaluation_Form_2014-2015.pdf



Quality Focus Essay



Quality Focus Essay

The accreditation self-evaluation process at Santa Monica College has involved the campus community in reflecting on and identifying ways in which the College might continue to improve its institutional effectiveness and student learning and achievement. Since the last accreditation visit the College has engaged in significant new statewide initiatives, the advent of new grant programs and other student success-oriented projects, ongoing annual and strategic planning, and annual assessment and evaluation. In this context and through the self-evaluation process, Santa Monica College has identified two major Action Projects to fulfill the mission, increase the success of all students, and engender institutional effectiveness.

This Quality Focus Essay begins with a description of the process the campus community engaged in to select the two Action Projects. The relationship between the Action Projects and the related plans that emerged from the self-evaluation are described as well as the framework the College will use to engage in the Action Projects. Each Action Project is explained including the responsible parties, timeline, anticipated measurable and observable outcomes, and the potential impact of each on academic quality, institutional effectiveness, and continuous quality improvement.

Process for Action Project Selection

As part of the self-evaluation process, the Accreditation Steering committee engaged in a thorough review of the critical college documents that guide the College's planning processes. These included: The Master Plan for Education, overarching annual program review reports, the annual Institutional Effectiveness report, Academic Senate annual objectives, and the Board of Trustees priorities and goals. As a result of that review and the self-evaluation process, several major themes emerged for continuous quality improvement as well as potential growth and innovation for the College. These themes were shared via consistent updates and reports to the District Planning and Advisory Council, Board of Trustees, Senior Staff, and Academic Leaders. In addition, members of the Steering Committee held Flex Day workshops at each institutional day for the past 18 months as well as "brown bag" discussions for the campus community related to each of the standards. From these themes, two major action projects were identified that align with critical priorities for the College. These projects align with the standards and several of the improvement plans identified in the self-evaluation report (see Table 1 below). In both cases, the project is focused on the integration of various efforts at the College to improve student success and institutional effectiveness.

The first Action Project is the Integrated Student Equity and Success Plan. The objective of this project is to integrate the many activities that support student success and equity. By doing so, the College will leverage its financial and human resources in new ways to maximize the number of students served and student achievement outcomes. This action plan

is a direct outgrowth of Santa Monica College’s long held commitment to student equity. For many years, the College has used disaggregated data about its students and their achievements to increase the college community’s awareness of the disparities in student achievement among various student subpopulations. More recently, both the state of California and the College have engaged in this work with an even greater commitment as a result of new statewide initiatives, grant opportunities, and a national focus on promoting participation and academic achievement for traditionally underrepresented and underserved groups. While Santa Monica College has many programs and activities aimed at achieving increased levels of student achievement while reviewing Standard IIC, the steering committee came to recognize that these services tend to work in parallel to one another, rather than synergistically, leveraging their resources, strengths and effective practices. Thus, students are faced with a “cafeteria model” college with myriad options for both academics and student services and little information or direction as to how to choose the appropriate major or support service (Bailey et al). By integrating these efforts, Santa Monica College intends to become a “pathways model” college, one that “uses an integrated, institution-wide approach to student success, based on intentionally designed, clear and coherent educational experiences, informed by evidence” (Bailey et al).

The second Action Project is the Transformative Technology Planning initiative. Technology continues to evolve and develop in ways that have the potential for increasing the College’s effectiveness. Many departments and programs seek technology solutions to streamline and improve their operations. Through this Action Project, the College will prioritize the effective use of technology in support of student success, institutional effectiveness, and continuous quality improvement. The College will identify technology needs and seek to develop criteria and methodologies for incorporating appropriate and effective solutions. This project was driven by the findings in the self-evaluation report in Standard IIIC as well as the work of the Technology Planning subcommittee of the District Planning and Advisory Council.

The findings from this self-evaluation reveal pockets of excellence throughout the College, and they also illustrate the potential that could be reached if there were better integration of these efforts. Table 1 lists plans for improvement emerging from the self-evaluation which directly relate to the Action Projects and the standards in which these plans can be found.

Table 1. Related plans for improvement emerging from the self-evaluation

Action Project	Related Plans for improvement emerging from self-evaluation	Standards
Integrated Student Equity and Success Plan	To reduce equity gaps in student achievement as identified in Student Equity Plan, Program Review, and Institutional Effectiveness reports	IIA3 IIA8
	Reduce time to completion of academic goals	IIA5
	Ongoing implementation and assessment of Student Equity Plan	IIA7
	Use contextualized instruction and other evidence-	IIA11

Action Project	Related Plans for improvement emerging from self-evaluation	Standards
	based methods from the Basic Skills Innovation and Transformation project to improve success	
	Hire a diverse faculty and staff that reflects the SMC student population	IIIA10
	Prioritize the Student Equity and Success plan in the new strategic planning cycle to be initiated in Fall 2016	IVA1
	Research, implement, and evaluate a single tutoring tracking and assessment system college-wide	IIB3
Transformative Technology Plan	Engage in assessment of online Counseling services and integrate with the new Canvas course management system	IIC3
	Integrate MyEdPlan system with the new version of ASSIST when it is available	IIC6
	Explore ways in which the College can expand “virtualization” to increase student access anytime to services and functions	IIIC1
	Review the ways in which existing technologies may or may not be integrated with the Canvas course management system to maximize efficiencies	IIIC4
	Review the staffing needs for Information Technology and develop a plan to meet the needs	IIIA10
	Prioritize the integration of existing technology to maximize impact and leverage resources as part of the new strategic planning cycle to be initiated in Fall 2016	IVA1

Organizational Learning

Santa Monica College will take an organizational learning approach to the selected Action Projects. This is a deliberate and thoughtful approach which involves creating and utilizing new knowledge to improve practice and institutional effectiveness over time. Not only will this lead to the successful completion of these projects, but it will also embed organizational learning as an effective approach to problem solving at the College long term. Hewlett-Packard’s (HP) former chairman, Lew Platt, has been quoted as saying “if only we knew what we know at HP” (Brown & Duguid, 2000, p. 123). While many programs enjoy great success in facilitating student achievement or implementing technology solutions, the information is not widely shared to benefit the institution more broadly on a consistent basis. These Action Projects will enable the College to share and implement the best practices of each program, service, and department on a larger scale and in an integrated manner—making explicit the sum of what the faculty, administrators and staff *know* to benefit all.

Higher education institutions are notoriously slow to change, typically making incremental adaptations to response to changes in the environment (Cameron, 1984). As an alternative to this type of change, intentional and purposeful learning activities focused upon improving a particular organizational problem, referred to as “episodic learning” is more impactful. For these Action Projects, the College will employ episodic learning techniques to ensure that the plans are efficiently and effectively implemented and that stated goals are realized in a shorter span of time. In the case of the two Action Projects, teams of college personnel will identify problems and actively engage in facilitated activities designed to improve performance in a specifically identified area. The expectation is that positive changes, with measurable outcomes, will take place as a result of each “learning episode” and lead to fundamental change with long lasting impact.

Further, the College will employ two examples of effective, group-based organizational strategies: the “community of practice” (Wenger and Snyder, 2000) and the concept of “networked improvement communities” (Bryk et al., 2015). *Communities of practice* are typically small groups within larger organizations that congregate due to “expertise and passion” (Wenger and Snyder, 2000, p. 139) in a particular area, such as issues related to retention and transfer of students, and meet on a regular basis over an extended period of time. Those who engage in communities of practice “share their experiences and knowledge in free-flowing, creative ways that foster new approaches to problems” (p. 140). *Networked improvement communities* (NICs) unite “the conceptual and analytic discipline of improvement science with the power of networked communities to innovate and learn together” (Bryk et al., p.7). Both of these approaches will be studied and considered as mechanisms for the implementation of the Action Projects to bring about effective, targeted, and significant organizational learning which will make dramatic contributions to student achievement, institutional effectiveness, and continuous quality improvement at Santa Monica College.

Integrated Student Equity and Success Plan

Since the last accreditation self-evaluation the College has participated in or implemented numerous statewide mandates and initiatives such as the Basic Skills Initiative, SSSP, Student Equity, Senate Bill 1440 and 440, and the Strong Workforce Task Force recommendations. The College has also utilized federal, state, and private funding to launch several new programs and services, including the Center for Teaching Excellence, the Science and Research Initiative/STEM Scholars Program, Guardian Scholars, a collaborative pathways grant in Career Technical Education, the GRIT strategic initiative, embedded tutoring, MyEdPlan, an auto-award program for earned degrees and certificates, and many more. While each of the student success-oriented programs and initiatives make important contributions to student success and institutional effectiveness, to some extent they operate in silos—in parallel to one another rather than in an integrated fashion. As more and more such efforts have been initiated over the past several years (and in anticipation of more in the future), it became clear that the College would have a more profound impact on student success if these efforts were better coordinated.

As a result of the annual planning cycle and the accreditation self-evaluation process, the Vice Presidents of Academic Affairs, Enrollment Development, and Student Affairs convened a group of faculty, staff and administrators from across the institution to explore the notion of creating an *integrated* student equity and success plan that would leverage the best practices and achievements of the many student success efforts and programs across campus as well as the human and fiscal resources dedicated to them. The anticipated outcome of this effort is twofold. First, the College seeks to impact as many students as possible to improve student achievement. Second, the College is committed to engaging in a redesign of academic programs and student support services in order to create clear, guided pathways for students. To launch the campus conversation, the group read Redesigning America’s Community Colleges: A Clearer Path to Student Success by Bailey, Jagggers, and Jenkins (2015). The authors write, “The guided pathways approach to redesign starts with the students’ end goals in mind, and then rethinks and redesigns programs and support services to enable students to achieve those goals.”

Using Redesigning America’s Community Colleges (Bailey et al, 2015) as a starting point, college members will evaluate current college practices, initiatives, and academic pathways under four broad categories: intake and student supports, developmental education, program structure, and instruction and instructional support. Bailey et al assert that these “four components... are consistently characterized by a lack of interaction and alignment toward students’ end goals” (p. 15). An initial listing of campus efforts by category is included in Table 2 below. In contrast, high performing organizations, “implement their ‘core functions’ in a coordinated, complementary fashion that is aligned with organizational goals” (p. 15). To initiate this work, the members of a newly formed “community of practice” at Santa Monica College will work together to create a cross-walk table of the many student success efforts which will include the goals, objectives, and indicators that serve as evidence of success, as well as recent data reflecting outcomes. The Student Learning Outcomes of each student support service will be analyzed to categorize both what is held in common as well as what is unique. Also included in the cross walk will be the ways in which each of these supports the mission, vision, goals, institutional learning outcomes, and Master Plan for Education at the College. Through this exercise the commonalities and potential for integration across programs will be identified and prioritized.

Table 2. Current Student Success Efforts by Category

Intake and Student Supports	Developmental Education	Program Structure	Instruction and Instructional Support
Student Equity Plan projects	Student Equity Plan projects	Student Equity plan projects	Student Equity Plan projects
SSSP	Basic Skills Initiative	Center for Teaching Excellence	Analysis and review of the Learning Resource Centers
Outreach	Basic Skills Innovation and Transformation grant	STEM/SRI	Center for Teaching Excellence
Counseling	Center for Teaching Excellence	Career Pathways Advisory Committee	Supplemental Instruction and embedded tutoring

Intake and Student Supports	Developmental Education	Program Structure	Instruction and Instructional Support
Special programs for target populations, e.g. Veteran’s Resource Center, Guardian Scholars, Adelante	Supplemental Instruction and embedded tutoring	Career Pathways Trust, “LAHITECH” collaborative grant	STEM/SRI
Financial Aid	STEM/SRI	Adult Education Block Grant	Open Educational Resource initiative
Psychological and Health services; related grants	“Multiple measures” assessment; Common Assessment	Associate Degrees for Transfer and Course-ID (SB 1440)	
“Back to Success” follow up workshops		Curriculum-related grants	
“Success Navigator” partnership with ETS			

The implementation of this Action Project has been conceptualized as follows.

Responsible parties: Academic Affairs, Student Affairs, Enrollment Development, Faculty Leadership, Student Equity Committee members, Student Success Committee members, Student Instructional Support committee members, Curriculum Committee members, Basic Skills Initiative members, grant leaders, Career Pathways Advisory Committee members, College Resource development team

Phase I—Identification (2016-17)

- Form a community of practice made up of experts from across the College. Form subcommittees around categories of inquiry. Establish regular meeting schedule(s).
- Engage in professional development related to curricular pathway development. Capitalize on the work of the LA HITECH grant, Career Technical Education committee, and Career Pathways Advisory Committee related to pathway development in Information, Communication, Technology, and Entrepreneurship (ICTE) disciplines.
- Present pathway development to the instructional Department Chairs, Curriculum Committee. Ask representatives to communicate with their respective departments.
- Create cross-walk table of the goals, objectives, indicators, and outcomes data for programs and projects across campus to identify commonalities and opportunities for collaboration and innovation.
- Review Student Learning Outcomes and related assessment data for all programs.
- Identify and evaluate the financial resources for each related program/area/department.
- Research best practices in the field which support integration and redesign focused on clear pathways for students.
- Present findings to the District Planning and Advisory Council, Institutional Effectiveness Committee, and other campus groups each semester.

- Seek opportunities to incorporate the Action Project with the strategic planning process Fall 2016.

Phase II—Planning (2017-18)

- Begin planning for redesign based on Phase I results.
- Develop timeline, benchmarks, responsible parties and anticipated outcomes as dictated by the plan for redesign.
- Identify existing fiscal resources as well as opportunities for resource development in support of the plan for redesign.
- Develop an annual assessment plan for the Action Project.
- Identify Key Performance Indicators reflecting observable and measurable outcomes to be incorporated in the annual Institutional Effectiveness report, Student Success Scorecard, and Student Equity Plan related to the integrated student equity and success plan.
- Develop and implement communication and training strategies for the college community for the effective adoption of redesign plan.
- Propose an annual objective for the Master Plan for Education update related to the implementation of the redesign plan.

Phase III—Implementation (2018-19, ongoing)

- Implement redesign plan.
- Continue communication and training strategies for the college community to ensure effective adoption and implementation of the plan.
- Evaluate solutions semi-annually through Key Performance Indicators, relevant data, as well as outcomes data.
- Report regularly to the District Planning and Advisory Council and relevant college committees.

Phase IV—Monitor Performance (ongoing)

Phase V—Evaluate and Refine (ongoing)

Transformative Technology Planning

The purpose of this Action Project is in alignment with the findings of the self-evaluation as well as the Technology Planning Committee’s vision statement, adopted by the District Planning and Advisory Council in April 2015 to prioritize the effective use of technology in support of student success, institutional effectiveness, and continuous quality improvement. The vision statement reads as follows:

The technological transformation underway compels SMC to cultivate a college culture that empowers its faculty and staff and prepares its students to

master the skills, knowledge and abilities required to excel in the digital world. The effective use of technology is a priority in every function that the college performs and is an essential aspect of all current and future improvements to the college.

Santa Monica College cultivates a college culture that is responsive to this rapid transformation. SMC should be a leader and innovator for technology at the community college level. The college is committed to being a forward thinking leader, to inform planning how technology will improve the institution, and to make institutional decisions based on these technology needs

The Technology Planning Committee operationalized this vision statement in Spring 2016 with recommendations to the District Planning and Advisory Council which included the following:

- Promote a wider campus awareness of the transformational potential of technology.
- Promote greater mobile availability.
- Promote greater access to “Single Sign On” services for faculty, staff and students.
- Promote digitization, organization, distribution and archiving of learning on campus.
- Promote improved college-wide technology infrastructure.
- Promote Accessible Digital Educational Resources.

Using this vision statement and recommendations as a guide, a Networked Improvement Community (NIC) will be established to identify technology needs and solutions as well as opportunities for growth and innovation. Special attention will be paid to the alignment of systems such that the impact may be maximized. The areas identified will be prioritized and plans to address the needs will be developed. Current technology solutions in place will be evaluated and assessed. Key performance indicators related to technology adoption and implementation at the College will be considered for the annual Institutional Effectiveness report. The new solutions will be implemented and subsequently evaluated on a regular basis to assess effectiveness and impact.

At every step the opportunities for integration of technology solutions will be examined. An exemplar of the type of alignment and effectiveness that might result from this Action Project is MyEdPlan. MyEdPlan was created in direct response to the requirement that all students have an educational plan in place as part of the SSSP statewide initiative. Those on campus charged with responding to the Student Success act requirements identified the need for a technological solution to this problem in order to provide high quality, accurate, real-time information to students that would facilitate achievement of their academic goals. The tool was developed in-house with a group made up of individuals from each of the functional areas involved in the solution—Management Information Services, Enrollment Development, and Counseling. MyEdPlan is integrated with the student information system such that it is connected to degree audit and reflects all of the current degree, certificate,

general education requirements, and prerequisite information date stamped for each catalog year. Future plans include connecting the system to ASSIST (the official repository of articulation for California's Public colleges and universities) so that all transfer information reflects accurate, real time data as well.

The counter example is the adoption of CurricUNET. CurricUNET is an online curriculum system adopted widely across the California Community Colleges. The College adopted it based upon a 2010 accreditation recommendation. This platform operates in parallel to the student information system (ISIS) rather than in concert with it such that there are redundancies. Student Learning Outcomes must be updated both in ISIS and in CurricUNET as do the course description, prerequisites, and other critical course information. While this situation does not create real barriers to curriculum development and revision, it does create redundancies for which there should be a technological solution that would streamline these processes and ensure accuracy.

Technological solutions exist for many of the areas in which the College seeks to improve in terms of both effectiveness and efficiency. However, jumping to quick solutions without systematic and intentional review can lead to unintended consequences and lack of integration and alignment between systems. A metaphor might be the comparison of a hastily formed pile of bricks versus a constructed wall. Both create a barrier, but one is more effective than the other in that the bricks are laid together in an integrated and systematic fashion such that they work together to solve a problem. A pile of bricks contains the same elements for the solution but is much less effective.

Anticipated outcomes for this Action Project include:

- Evaluate high-speed connectivity across all district campuses.
- Develop guidelines for “bring your own device” and best practices recommendations to address related security issues, support, and recommended devices.
- Provide services that accommodate the increasing use of mobile devices by students, faculty, and staff
- Create a list of easily integrated services and a plan for their integration such as additional faculty tasks as links in mProfessor (faculty) and Corsair Connect (students) for ease and efficiency of use.
- Retrofit one or more classrooms for filming, recording and lecture capture.
- Develop a searchable archive of digital content and editing for ease of use by faculty, students and the larger community.
- Identify outdated systems and create a plan to include costs and timelines for improvements.
- Improve resources for universal design for instruction to improve accessibility for all students.

The implementation of this Action Project has been conceptualized as follows.

Phase I—Identification (2016-17)

Responsible Parties: Users; Information Technology leadership in consultation with Technology Planning sub-committee, Purchasing

- Begin to identify areas in which the department, project, or program is seeking a technological solution to improve effectiveness, efficiency, and service to students. Review Information Technology and Technology Planning subcommittee objectives and goals.
- Catalog existing technology solutions already implemented on campus, including “off the shelf” software packages and internally developed solutions.
- Present findings to relevant campus groups including the Technology Planning sub-committee of the District Planning and Advisory Council.

Phase II—Evaluation and Assessment (2017-18)

Responsible Parties: Information Technology leadership, Institutional Research, users and user groups on campus

- Continue to identify areas in which the department, project, or program is seeking a technological solution to improve effectiveness, efficiency, and service to students.
- Evaluate and assess current solutions.
- Evaluate whether current solutions could be leveraged to address needs.
- Develop plans to address identified needs.
- Determine resource allocations as well as opportunities for resource development to meet identified needs.
- Develop an annual assessment plan for the Action Project.
- Consider Key Performance Indicators related to technology for the annual Institutional Effectiveness Report in alignment with the Action Plan.

Phase III—Implementation (2018 and ongoing)

Responsible Parties: Information Technology leadership; Institutional Research

- Implement solutions.
- Evaluate solutions semi-annually through Key Performance Indicators, relevant data, as well as user feedback.

Phase IV—Monitor Performance (ongoing)

Phase V—Evaluate and Refine (ongoing)

As stated above, each of the Action Projects will be presented to the strategic planning subcommittee of the District Planning and Advisory committee for consideration as part of

the next five-year strategic plan. In addition, each project team will be required to identify Key Performance Indicators for the annual Institutional Effectiveness report in order to ensure ongoing evaluation of the projects. Each Action Project will also develop an assessment plan and produce reports for the District Planning and Advisory Council annually.

The Santa Monica College community is ready to engage in and prioritize the Integrated Student Equity and Success plan and the Transformative Technology Planning initiative. These action projects address the findings and plans of the self-evaluation report, enhance the institution's ability to fulfill the mission, and will have a significant and positive impact on academic quality and institutional effectiveness.

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Changes and Plans Arising Out of the Self Evaluation Process



Actionable Plans for Santa Monica College

2016 Self Evaluation Report

Standard IA.1 and IA.4 Actionable Plan

Santa Monica College regularly reviews its Mission statement as part of its strategic planning cycle. As noted in Standard IA.1, the College's Mission currently does not reflect its commitment to Distance Education and equity. Note: This plan is applicable to both IA.1 and IA.4.

Objective 1: Revise the Mission statement to reflect the College's commitment to serving time- and place-bound students through distance education.

Objective 2: 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.

Outcome: Approved Mission statement implemented and communicated to students and the college community in print and online.

Standard IB.2 Actionable Plan

The following plan will ensure that SLO assessment is clearly defined and followed by student and learning support services that are new to the process.

Objective: To ensure that all student and learning support services regularly assess student learning outcome data in order to effect program improvements.

Outcome: Program Review reports reflect the full cycle of improvement (data collection, assessment, identification of strategies, improvement).

Standard IB.3 Actionable Plan

The College will expand the current institution-set standards for student achievement to include standards for each program disaggregated by student population as appropriate and address institution-set standards for CTE programs.

Objective 1: Develop program-level standards, disaggregated by student population groups, as appropriate.

Outcome: 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.

Objective 2: Explore options for gathering data on CTE graduates and use these data to revise the Institution-Set Standards for CTE programs.

Outcome: The *Master Plan* 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).

Standard IB.4 Actionable Plan

In response to increased requests for data, the College has begun the process of acquiring a data warehouse and a reporting tool that will allow College members to access real-time data about their programs.

Objective: Develop a data warehouse and reporting tool for real-time data access.

Outcome: College community has real time access to data needed to effect continuous improvement.

Standard IB.8 Actionable Plan

To ensure that College faculty are aware of the Institutional Effectiveness Dashboard, the following plan has been proposed.

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.

Outcomes: 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. Targeted training and professional development opportunities will be enhanced to help faculty use data effectively.

Standard IB.9 Actionable Plan

To address needed improvements in the online Program Review system, the following plan will be implemented.

Objective: Refine the CurricUNET Program Review System to eliminate systemic problems and upgrade the system prompts.

Outcomes: Technical issues resolved; specifications for system upgrades developed and implemented in an upgraded system OR Alternative online program review system identified.

Standard IC.1 Actionable Plan

The Offices of Academic Affairs and Enrollment Services will research the feasibility of moving the catalog to an HTML format to facilitate the way students and staff research and interact with it through various platforms, including mobile devices.

Objective: Research the feasibility of moving the catalog to an HTML format.

Outcomes: List of potential vendors identified; Catalog converted to an HTML format.

Standard IC.7 Actionable Plan

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

Objective: Update, as needed, Board Policy 5210, to ensure current technology practices are aligned with the College's academic freedom and responsibility policy.

Outcomes: Board policy is congruent with current technological practices.

Standard IC.13 and IIC.4 Actionable Plan

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

Objective: To ensure that violations of the CCCAA Constitution and Bylaws and of other athletic organizations do not occur.

Outcomes:

- 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.
- All faculty understand the processes to ensure that SMC student athletes are eligible to play on intercollegiate teams.
- All faculty understand the requirements and restrictions associated with student athlete recruitment.
- All faculty and staff will pass the compliance exam and will receive a copy of the CCCAA Decorum Policy.
- A log documents all recruitment activities.
- Various topics related to maintaining adherence to CCCAA rules and regulations will be discussed. Potential issues will be identified and addressed.

Standard IIA.5 Actionable Plan

Based on an analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress, particularly with regard to institutional achievement of the Key Indicator Semesters to Associate Degree Completion, as outlined in the analysis.

Objective: Develop an Institution Set Standard for time to completion for the associate's degree.

Outcomes:

- Longitudinal data available for comparison and analysis.
- Initial target standard set.
- Constituent groups have the opportunity to review and provide feedback as to the appropriateness of the set standard.
- Annual Dashboard Report reflects the new standard.
- Assessments provide data for developing strategies, as appropriate.

Standard IIA.8 Actionable Plan

Based on an analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress, but it will implement the following plan to address the disproportionate impact of the current Chemistry 10 challenge examination.

Objective: Eliminate the disproportionate impact of the Chemistry 10 Challenge Exam.

Outcomes:

- New cut scores eliminate disproportionate impact of current exam.
- Increased number of students who pass the challenge exam and succeed in Chemistry 10.
- Possible implementation of a new Chemistry10 Challenge examination

Standard IIA.9 Actionable Plans

The College has two planned improvement plans: 1) to develop an effective mechanism to review and act upon the program-level outcomes data for multidisciplinary degrees that are not housed in any one instructional department and 2) to develop a systematic means of ensuring core required courses in each degree or certificate program align with the program's learning outcomes.

Objective 1: Develop an effective program review mechanism to review and act upon program-level outcomes data for multidisciplinary degrees that are not housed in any one instructional department.

Outcomes: Draft guidelines are approved by Academic Senate. PLOs drafted, approved by Program Review, Institutional Effectiveness, and Curriculum Committees, as well as by Academic Senate

Standard IIA.9 Actionable Plans (Plan 2)

Objective 2: To develop a systematic means of ensuring core required courses in each degree or certificate program align with the program's learning outcomes.

Outcomes:

- List-formatted PLOs housed in CurricUNET and published in 2017-2018 college catalog.
- Curriculum Map Templates distributed to department chairs.
- Curriculum maps uploaded to CurricUNET by each department's next six-year program review.
- Curriculum maps uploaded to CurricUNET by each department's next six-year program review.

Standard IIA.11 Actionable Plan

The College will work to increase the assessment of ILO #5, Authentic Engagement (students will demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom). To this end, the Program Review and Curriculum Committees will develop and incorporate questions into their processes that ensure that core course SLOs are mapped this ILO.

Objective: The Program Review and Curriculum Committees will develop and incorporate questions into their processes that help departments develop and assess SLOs mapped to ILO #5.

Outcomes: An increase in the number of courses with SLOs mapped to ILO #5.

Standard IIB.1 Actionable Plan

The College will also take steps to expand its offering of online tutoring services as identified in the following action plan.

Objective: Expand the availability of online tutoring for all students by June 2017.

Outcomes:

- User satisfaction assessed. Feedback helps determine whether the product is effective and should be considered for full implementation.
- Expanded use will provide needed feedback to assess Smarthinking's effectiveness as an online tutoring tool.
- As needed, Alternative providers identified and pilot tested.
- All courses, both online and on-ground, provide online tutoring support.

Standard IIB.3 Actionable Plan

The College has identified the following action plans to improve its tutoring and learning resource services.

Objective: Identify and implement the technology solutions that best allow the College to track tutors' and students' activity in all learning resources centers and labs.

Outcomes:

- List of specific capabilities sought in tutor tracking platform.
- Vetted list of viable learning resource center management software platforms from which to choose best technology.
- Create WOnline front pages for each service area on campus; pilot test in most appropriate centers.
- Preliminary qualitative study report on the strengths and weaknesses of main functions of WOnline software.
- All labs use a consistent tracking system.

Standard IIC.6 Actionable Plan

The College will eventually link MyEdPlan with ASSIST.

Objective: To develop an interface between MyEdPlan and ASSIST once the new version is released.

Outcomes: Functional specifications defined. MyEdPlan communicates with ASSIST, giving students ready access to transfer information.

Standard IIIA.9 Actionable Plan

While Santa Monica College is meeting this standard with regard to its educational and administrative operations, the College needs to improve its staffing for Technological Support and Physical Operations.

Objective: To ensure that Technological and Physical Operations of the College are adequately staffed.

Outcomes:

- Total Cost of Ownership plan reflects recommended staffing levels to support current and planned infrastructure levels.
- Program Review (annual or six year) includes projected staffing needs.
- Financial resources identified and approved for additional staffing positions.
- Personnel recruitment based on current (upgraded) job classifications.

Standard IIIA.12 Actionable Plans

Based on an analysis of the evidence, Santa Monica College is addressing this standard and will continue to monitor its performance, most specifically its progress in diversifying its workforce.

Objective: To increase the diversity of part-time and full-time faculty hired by the College.

Outcomes:

- Applicant pools reflect increased diversity.
- Prospective instructors are aware of full- and part-time faculty employment opportunities. Applicant pools for part-time faculty reflect greater diversity.
- Applicant pools for full-time positions include current part-time faculty who are members of underrepresented populations.
- Applicant pools for classified management positions are more diverse.

Standard IIIA.12 Actionable Plans (Plan 2)

Based on an analysis of the evidence, Santa Monica College is addressing this standard and will continue to monitor its performance, most specifically its progress in diversifying its workforce.

Objective: To develop a more inclusive climate for LGBTQIA students and staff.

Outcomes: Training modules available for faculty and staff and students on a number of topics related to students and staff who identify as LGBTQIA. A more welcoming college culture for students and employees.

Standard IIIA.13 Actionable Plan

Based on an analysis of the evidence, Santa Monica College is addressing this standard but will continue to identify and implement effective strategies for increasing campus wide awareness of the College's Code of Ethics and ensuring compliance with its tenets.

Objective: To ensure that the Santa Monica College Ethics Code is understood by all members of the college community and develop written consequences for violation of the code.

Outcomes:

- Employees understand the consequences for violating the Code of Ethics.
- All college personnel are aware of the Code of Ethics.
- Faculty and Staff have the opportunity for professional development training about the Code of Ethics and consequences for violations.

Standard IIIA.14 Actionable Plans

The College will ensure that professional development opportunities are provided to faculty teaching online through the new Instructure Canvas program and will make improvements to the sabbatical application and award processes.

Objective: To ensure that faculty who teach online in the new platform or who use the equivalent of eCompanion are afforded training opportunities to build the skills needed to effectively use the new platform.

Outcomes: Contract with OEI includes professional development for using the new DE platform; DE Faculty and support personnel ensure that DE students are supported.

Objective: To ensure that a minimum of eight sabbaticals are awarded as per the agreement between the District and the Faculty Association.

Outcomes: Application process results in a larger pool of sabbatical applications submitted. Faculty are encouraged to apply for sabbaticals.

Standard IIIB.1 Actionable Plan

The changing global environment requires the College to take action regarding the buildings where prolonged heat spells impact student learning and the safety of the staff, faculty, administrators, and students. The *Master Plan for Facilities* update will include new buildings that address adequate heating and cooling systems, but new facilities will require years to plan, fund, and build. Therefore, the College has actively pursued alternative solutions for buildings that lack air conditioning.

Objective: Develop and implement a solution for excessive temperature mitigation in buildings without air conditioning.

Outcomes: Bidding documents prepared; Successful bidder contracted with to implement the chosen solution. Heat mitigation in buildings without air conditioning.

Standard IIIB.4 Actionable Plan

The following plan addresses the need for ensuring that the Facilities team has appropriate skills and training necessary to support the College given the latest technology and system updates.

Objective: The College will ensure that the Facilities team has the requisite skills needed to effectively maintain new buildings and other elements of the College's physical plant.

Outcomes: Job classifications reflect the current job skills and knowledge. Facilities team employees are able to perform their jobs with the requisite skills. Sufficient staff are available to maintain all college facilities.

Standard IIIC.1 Actionable Plan

As part of the continuous improvement and planning process, the College has identified several areas that require a focused effort to improve as outlined in the Quality Focus Essay and the plan below.

Objective: Plan for and implement improvements to the College's Technology Infrastructure.

Outcomes: The college webpage is user-friendly, easily updated, and has improved functionality. ISIS inputting and reporting functions are user-friendly and provide query-based functionality. New and existing resources are available online, reducing impact on student labs and lowering costs.

Standard IIIC.4 Actionable Plan

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

Objective: Implement training and other support to faculty, staff, and students as the College migrates from the eCollege to the Canvas platform.

Outcomes:

- Initial cohort of faculty are trained on the new platform.
- Training available for all DE faculty.
- FAC 101 updated to include specific information about the Canvas platform.
- Faculty are aware of training available to them.

Standard IIID.9 Actionable Plan

Based on an analysis of the evidence, Santa Monica College is meeting this standard and will continue to monitor its progress. However, in view of the worsening budget forecast, the College is implementing the following plan:

Objective: To ensure that the College's 2016-2017 Tentative Budget reflects projected budget shortfalls and minimizes the use of reserve funding.

Outcomes:

- Board of Trustees, DPAC, and the Budget Planning Subcommittee, Academic Senate, and Management Association are apprised of the budget issues as budget planning, implementation and monitoring take place.
- Departments make adjustments as necessary, completing PBAR forms when "mission critical" budget augmentations are needed.
- Based on current and forecasted enrollment, senior staff decides which PBARs to fund.

Standard IVA.1 Actionable Plan

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

Objective: Coordinate the five-year strategic planning process.

Outcomes:

- Broad representation for the strategic planning process.
- Regular meetings ensure progress and active participation. Agendas and minutes will be posted on the college website to inform the entire college community of the Task Force's progress.
- Strategic Initiatives developed that reflect participation from all college groups and are approved by the Board of Trustees.
- Mission, Vision, and Goals to reflect the College's current priorities and goals.

Appendices



Appendix A: Key Contact Information

Key Contact, Title, Role	All phone numbers start with (310) 434-xxxx
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Appendix B: SMC Mission, Vision, Goals and Institutional Learning Outcomes

Mission, Vision, and Goals

Mission

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

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

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

Vision and Core Values

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

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

Goals

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

Institutional Learning Outcomes

Santa Monica College students will:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.
- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

- Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events.
- Assume responsibility for their own impact on the earth by living a sustainable and ethical life style.

Supporting Goals

Innovative and Responsive Academic Environment

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

Supportive Learning Environment

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

Stable Fiscal Environment

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

Sustainable Physical Environment

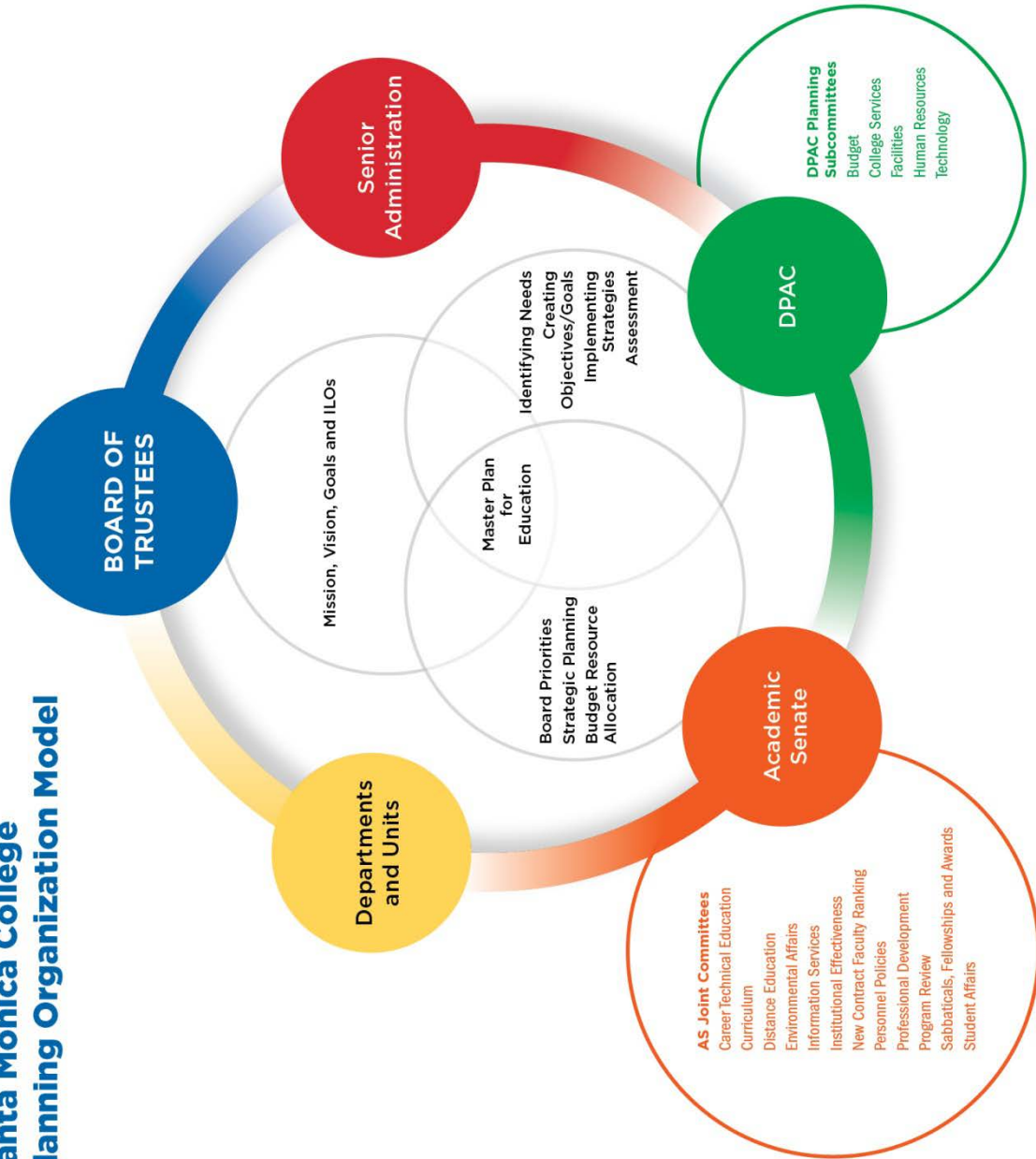
- Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings, and technology

Supportive Collegial Environment

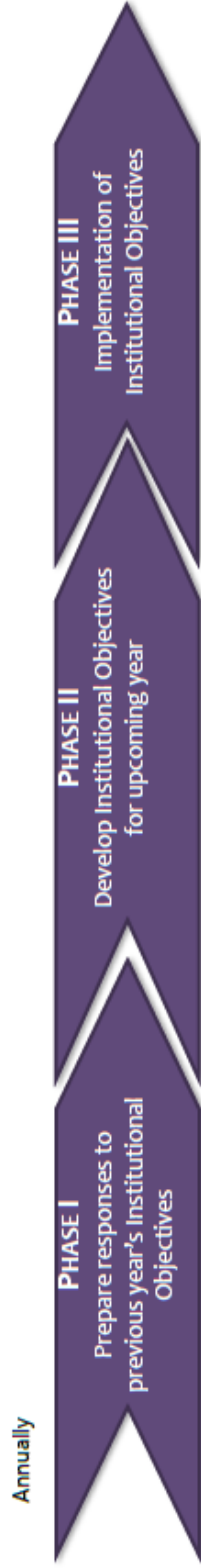
- Improve and enhance decision making and communication processes in order to respect the diverse needs and goals of the entire college community

Appendix C: Planning Organization and Timeline Charts

Santa Monica College Planning Organization Model



SANTA MONICA COLLEGE PLANNING SCHEDULE



Appendix D: List of Evidence

(Note: This Appendix was not included in the print version of the document)

Introduction:

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ER3_ACCJC_Letter_Approving_BS_SubChg_12-10-05.pdf
ER4_BP1265_and_BP1266_Superintendent_President_Succession_and_Selection.pdf
ER4_BP1280_Evaluation_of_the_Superintendent_President.pdf
ER4_Kathryn_E_Jeffery_Superintendent_President.pdf
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CP_Article_5300_AcademicStandards.pdf
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CP_CCCCO_Hours_and_Units_Calculations_for_Credit_Courses_10-5-15.pdf
CP_2016_Dashboard_Final.pdf
CP_Institution-Set-or-Minimum-Set-Standards_FAQ.pdf
CP_Institution-Set_Standards_Academic_Programs.pdf
CP_MPE_2014-2015.pdf
CP_MPE_2015-2016.pdf
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CP_p176_College_Catalog_2015-16_RespiratoryTherapy_Pgm_Accrediting_Agency.pdf
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CP_Screenshot_RespTherapy_Accrediting_Agency.pdf
CP_Screenshot_CosmetologyDepartment_Board_of_Barbaring&Cosmetology_Link.pdf
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IA2_Service-Learning_Program_website.pdf
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