EXTERNAL EVALUATION REPORT

Santa Monica College
1900 Pico Boulevard
Santa Monica, CA 90405

This report represents the findings of the External Evaluation Team that visited
Santa Monica College on October 3-6, 2016.

Gari Browning, Ph.D.
Team Chair

NOTE: this page shall be added to the report noted below, immediately behind the cover page, and shall become part of the final evaluation associated with the review.

DATE: February 3, 2017

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

TEAM REPORT: External Evaluation Team Report (Team Report)

This report represents the findings of the evaluation team that visited Santa Monica College October 3-6, 2016.

SUBJECT: Commission Revisions to the Team Report

The Team Report provides details of the team's findings with regard to the Eligibility Requirements, Accreditation Standards, and Commission policies, and should be read carefully and used to understand the team's findings. Upon a review of the Institutional Self-Evaluation Report (ISER) and evidentiary materials submitted by Santa Monica College and the Team Report, the following changes or corrections are noted for the Team Report:

1. The Commission has clarified the Standard citations in Recommendation 4 and deleted Standard citation I.C.5 from the recommendation wherever it occurs in the Team Report.

2. The Commission has removed Recommendations 2 and 3 wherever they occur in the Team Report.

3. The Commission has added the following recommendation for improvement:

    Commission Recommendation 2: In order to increase effectiveness, the college needs to complete the migration of its course data to ensure that all course outlines and syllabi include student learning outcomes. (Standard II.A.3)

LIST OF TEAM MEMBERS

Chair
Dr. Gari Browning
President/Superintendent
Ohlone College

Assistant
Ms. Shairon Zingsheim
Associate Vice President, HR and Training
Ohlone College

Academic Representatives
Ms. Stephanie Collier
Professor of Mathematics
College of the Sequoias

Dr. Charles Braden
Dean, Fine and Performing Arts
American River College

Mr. John Johnston
Professor, Philosophy & English
College of the Redwoods

Dr. Alfred Konuwa
Executive Vice President Academic and
Student Affairs
Woodland Community College

Mr. Peter Hepburn
Head Librarian
College of the Canyons

Ms. Sally Pestana
Professor of Health Sciences, Health
Education Non-credit Director
Kapiolani Community College

Ms. Melissa Reeve
Instructor, English & ESL
Solano Community College

Dr. Gregory South
Dean, Student Learning
College of the Siskiyous

Administrative Representatives
Mr. Jeff Cummings
Superintendent/President
Copper Mountain College

Mr. Dennis Gordon
Acting Director of Outreach and Planning
Irvine Valley College

Ms. Jennifer Hughes
Vice President Student Services
College of San Mateo

Other Representatives
Research
Mr. Alfred Gallegos
Dean of Institutional Advancement
Los Angeles Southwest College

Baccalaureate Specialist
Dr. Denis Wright
Charlotte Campus President
Florida South Western State College

INTRODUCTION

INSTITUTION: Santa Monica College

DATE OF VISIT: October 3-6, 2016

TEAM CHAIR: Gari Browning, Ph.D.
                                  President/Superintendent, Ohlone Community College District

The visit of the External Evaluation team was conducted from October 3-6, 2016. Prior to the visit, the team chair and team assistant conducted an in-person pre-visit to the College to arrange logistics and address any issues that required in-person attention. On the first day of the visit, members of the team visited the facilities and personnel at the five off-campus sites near the main campus.

Although about half of the fifteen-member team had external team experience, members were conscientious and quick learners. All prepared well prior to the visit, coalesced quickly into an effective team, and were thorough in their assessment of the College. The ACCJC team was complemented by an experienced evaluator of baccalaureate degrees from Florida South Western State College.

Santa Monica College was among the early colleges to use the 2014 Accreditation Standards and Eligibility Requirements and Quality Focused Essay. The 400-page self-evaluation report was complete, well organized, easy to read, and well supported with easily accessible evidence embedded throughout. The report addressed all Standards, Eligibility Requirements, ACCJC Policies, USDE requirements, financial data and evidence, and requirements of the Substantive Change 6-Month Site Visit for Baccalaureate Degrees.

Determination of how the College was operating within the Standards was based on review of the self evaluation report, examination of evidence available through links in the report, files available on a college-supplied USB drive, as requested during the visit, interviews with members of the College community, observations of meetings, and the teams' notes and assignments from their careful reading of the self evaluation report.

RECOMMENDATIONS OF THE 2016 VISITING TEAM

Recommendations to meet the Standards

Recommendation #1:
In order to meet the Standards, the team recommends the College incorporate into its mission statement a clear description of its intended student population. (I.A.1)

Recommendation #2:
In order to meet the Standards, the team recommends the College complete development of Student Learning Outcomes for all courses offered, ensure that in every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline, and implement an ongoing cycle of learning outcome assessment for courses, student services, and administrative units in order to improve program outcomes. (I.A.2, I.B.2, I.B.4, I.B.5, I.C.1, I.C.3, II.A.3, II.C.2, ER 11, ER 19)

Recommendation #3:
In order to meet the Standards, the team recommends the College develop and implement a comprehensive cycle of continuous quality improvement that monitors, assesses, and recommends improvements to the function and effectiveness of its processes, committees, and planning cycles. (IV.A.7)

Recommendation #4:
In order to meet the Standards, the team recommends the College create a schedule to regularly review Board policies and regulations to assure integrity in all representations of the college mission, programs, and services. (I.C.5, IV.C.7)

Recommendation #5:
In order to meet the Standards, the team recommends the Board follow its policies regarding delegation of authority related to the president/superintendent and ensure the president/superintendent is able to implement and administer Board policies without Board interference in college operations. (IV.C.7, IV.C.12)

Recommendation #6:
In order to meet the Standards, the team recommends that the College resolve the discrepancies regarding the baccalaureate degree and publish the accurate number of total units and minimum number of upper division units required to complete the program in all appropriate documents and publications. (I.C.1, II.A.5, II.A.12, ER 10)

Recommendations to increase institutional effectiveness

Recommendation #7:
In order to increase institutional effectiveness, the team recommends the College improve the college community's ability to interpret and utilize data to inform effective decision making. (I.A.2, I.B.4, I.B.8, II.C.2)

Recommendation #8:
In order to increase institutional effectiveness, the team recommends the College establish and implement assessment of the effectiveness of its governance structures and processes. The assessment should extend to communication protocols related to planning and governance, particularly its consistent communication across all employee groups regarding DPAC recommendations to the superintendent/president. (IV.A.2, IV.A.6, IV.A.7, IV.B.3)

TEAM COMMENDATIONS

Commendation #1:
The team commends the College for implementing online educational plans, conducting informative studies in collaboration with IT regarding student contact with counselors and its impact on student achievement, and establishing its counseling internship program to ensure an adequate applicant pool of qualified counselors.

Commendation #2:
The team commends the College for its creative efforts to solve student transportation challenges.

Commendation #3:
The team commends the College for its outstanding job of increasing safety on the campus in light of the 2013 incident and for devoting financial resources to increase preventative safety measures.

Commendation #4:
The team commends the College for its high level of student engagement and its participation in civic activities.

Commendation #5:
The team commends the College for implementing systematic processes to address technology needs, for developing home-grown IT systems to support student achievement and institutional improvement, and for demonstrating the flexibility needed in technology to account for changing circumstances such as the development of the baccalaureate program.

Commendation #6:
The team commends the College for its attention to accessibility in technology and particularly for providing one-on-one training and consultation to students with disabilities.

Commendation #7:
The team commends the College for addressing recommendations of the College actuarial plan to set aside $3.8 in one-time funding and establishing an irrevocable trust to provide for future obligations.

Commendation #8:

The team commends the College for its innovative approach to ensuring that SMC is safe and discrimination free and that complaints of all types are handled swiftly and confidentially.

ELIGIBILITY REQUIREMENTS

1. Authority
Santa Monica College (SMC) is a public, two-year community college and has provided evidence that it is authorized by the State of California under the authority of the Board of Governors of the California Community Colleges. The College is an authorized post-secondary educational institution to award degrees through the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The College also provided evidence that it has received initial accreditation status from ACCJC for the baccalaureate degree in Interaction Design.

The College meets this requirement.

2. Operational Status
The College is fully operational, with students actively attending classes, studying, and participating in all the expected activities in pursuit of their degrees. Interviews with students verified that they are pursuing both associate degrees and the baccalaureate degree.

The College meets this requirement.

3. Degrees
SMC offers associate's degrees, certificates, and one bachelor's degree. A review of the College Catalog verified that courses and support programs and services are designed to lead students to degree attainment. The majority of the institution's students are enrolled in courses leading to a degree.

The College meets this requirement.

4. Chief Executive Officer
SMC has a superintendent/president who serves as the institution's chief executive officer appointed by the governing board, with full-time responsibility to the institution. The superintendent/president possesses the requisite authority to administer board policies. She does not serve as chair of the Board of the Board of Trustees. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The College meets this requirement.

5. Financial Accountability
The College undergoes annual audits conducted by a certified public accountant employed by an external firm. The institution demonstrates compliance with federal requirements.

The College meets this requirement.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
☒	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
☒	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

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. The College has a long-standing record of compliance with the Accrediting Commission as evidenced by the more than 60 years of timely submission of accreditation self-studies, responsiveness to accreditation concerns and recommendations, and positive accreditation reviews.
See Standards I.C.1 and I.C.2, page 26.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

☒	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.
☒	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 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 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.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

SMC has established institution-set standards for satisfactory performance of student success, including course completion, that are published in the Institutional Effectiveness Dashboard and the annual ACCJC report. The College assesses how well it is achieving the institution-set standards, and when achievement metrics fall below the institution-set standards the College follows its process to address the finding.

The College has established institution-set standards for student achievement in the Interaction Design program but has not, due to the newness of the program, assessed or published them.

The College has a proactive planning and informed decision-making process to ensure that financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The College has internal control systems to ensure financial integrity and meets required state and federal reporting guidelines.
See Standard I.B.3, pages 21-22.

Credits, Program Length, and Tuition

Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
☒	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).
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
☒	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 institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The College uses the Carnegie System of Units to determine units of credit to be awarded for each course, including courses offered online. These policies conform to commonly accepted practice regarding course content and time invested. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. 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 lower division courses. The awarding of academic credit, the B.S. degree requirements, and transfer policies all conform to commonly accepted practice regarding course content and time invested. Tuition is established by the state on a per-unit basis for all colleges in the California Community College system.

The College awards credit based on generally accepted practices. It does not convert clock hours to credit hours. The College also follows the California Community College Chancellor's Office Standard Formula for Credit Hour Calculations. Policies are presented in the College Catalog. See Standard I.A.9, pages 45 and 73.

Transfer Policies

Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public.
☒	Policies contain information about the criteria the institution uses to accept credits for transfer.
☒	The institution complies with the Commission *Policy on Transfer of Credit*.

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

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

Through reviews of the college catalog, administrative regulations, curriculum committee documents, and interviews with college personnel, the team established that the College makes available to its students clearly stated transfer-of-credit policies.
See Standards I.C.1, I.C.2, II.A.1, and II.A.10, and pages 25-26, 33, 39-40, 50, and 72-73.

Distance Education and Correspondence Education

Evaluation Items:

☒	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.
☒	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).
☒	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.
☒	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
☒	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

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

Conclusion Check-Off (mark one):

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The College has policies and procedures for defining and classifying a course as offered by distance education in alignment with USDE definitions. The team verified that there is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education; there is regular and substantive interaction with the instructor, initiated by the instructor; and online activities are included as part of the student's grade. The college verifies the identities of student in its online courses through a single sign-on process, which as integrated the College's data system with its course management system. Passwords are secure and not accessible or viewable by any District or course management personnel.
See Standards II.A.1 and II.A.7, pages 33, 38, 43, and 50.

Student Complaints

Evaluation Items:

☒	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.
☒	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.
☒	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☒	The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
☒	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The College 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. Student complaint files held for the required six years, either in electronic or hard copy formats, in accordance with the College policies. The team reviewed the elements of this component and has found the College to meet the Commission's requirements.
See Standard II.C, pages 50 and 73.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
☒	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
☒	The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

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 through

a variety of published and online venues. Information about the College's accreditation is provided to the public through the website, the college catalog, and through media announcements.
See Standards I.C.1, I.C.2, and I.C.6, pages 26-27.

Title IV Compliance

Evaluation Items:

☒	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.
☒	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.
☒	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.
☒	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.
☒	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*.

[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.]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The College 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. The College has in place a Financial Aid Office that ensures it operates within the guidelines of federal regulations. The student loan default rate is monitored by the financial aid office to ensure compliance with federal regulations.
See Standards III.D.10 and III.D.15, page 68.

EVALUATION OF COLLEGE QUALITY

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

A. Mission

General Observations

The Santa Monica College mission, which is informed by the College's vision, reads as follows:

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.

The College has further identified five institutional learning outcomes (ILOs) and six supporting goals. As indicated in the self evaluation report, these ILOs and supporting goals

- articulate measures for the College to assess how effectively it meets its mission,
- provide the framework for strategic initiatives, and
- provide the framework within which the Master Plan for Education is situated.

The mission undergoes substantive review and revision on a 5-year cycle; the most recent such review took place in 2011 while the most recent update took place in 2015. Yearly review of the Master Plan for Education includes examination of the mission in relation to college planning, and updates are made as necessary. The College has also undertaken revision when circumstances warrant: the recent launch of a baccalaureate program led to revision of the mission outside of the typical cycle.

Findings and Evidence

The team examined the evidence accompanying the self evaluation report as well as additional evidence as requested. The team also interviewed representatives from a cross-section of stakeholder populations at the College: Board of Trustees, administration, faculty, classified staff, and students.

The mission statement plainly describes the broad educational purposes of, types of degrees and other credentials offered at, and the commitment to student learning and achievement by Santa Monica College as directed in the Standard. The College has further identified an action plan

with two objectives to address distance education and equity issues in the content of the mission statement. There is, however, no accompanying language on intended students. Instead, the self-evaluation report includes a crosswalk that maps educational purpose as described in the mission to intended student populations. There are 25 such populations, though the descriptions for each suggest that there may be some overlap among them. There is no specific mention of students coming from within the community college district itself. The interviews did not yield a clear picture of the intended student either, with more than one interviewee putting forward the notion of everybody and/or anybody as that student. In one interview the subject commented that the California Community College mission statement describes the intended student, but the college mission statement does not refer back to it, and the self-evaluation report only refers to it in the context of educational purpose. Multiple interviews indicated that the College recruits students from multiple origins, with examples including students graduating from the Santa Monica-Malibu Unified School District. As one interviewee put it, however, there is no one person who exemplifies the intended student at the College. The College casts a net widely, but lacks explicit and required guiding language on where to cast it. (I.A.1)

Based on the evidence provided and interviews with team members, the College collects and uses data in order to establish whether and how well it meets its mission. The ILOs and supporting goals provide context and guidance for the Master Plan for Education. The data includes assessment of student learning outcomes for instructional areas and outcomes of what are identified as key functions. However, the action plan mentioned in I.B.2 of the self-evaluation report and the evidence uncovered by the team during its investigation and interviews indicate that there are programs that have only just put SLOs in place, that have not yet done so, or that are not correctly or clearly articulated in CurricUNET. In that case, there is doubt that the collection and usage of data for assessment in relation to the mission is as comprehensive as it should be. (I.A.2)

It is clear from the evidence provided that the College's programs and services are aligned with the mission. The Master Plan for Education, revised on a five-year cycle and updated annually, demonstrates a clear link between the college vision, mission, and goals as well as long-term strategic initiatives on the one hand, and the institutional objectives on the other. The Master Plan last underwent substantive revision in 2011; links to annual updates through 2015-2016 are available on the SMC web site. The goals section of the most recent document shows evidence of having been reviewed by District Planning and Advisory Council (DPAC), a body that includes representation from a cross-section of campus, as well as the Academic Senate and Associated Students. While not all those interviewed were able to articulate a link between the mission and the planning processes and documents that flow from it, there was general awareness among most about the role of the mission as a guiding statement as well as indication that bodies such as DPAC, the Board, and student government provide training that emphasizes its importance. (I.A.3)

In 2015, the opportunity arose for California Community Colleges to provide baccalaureate degrees. Santa Monica College was one of 15 colleges to successfully apply to offer the degree. The addition of a baccalaureate program necessitated a change to the college mission, however, rather than the mission guiding the College's decision to offer the degree. Because the opportunity arose suddenly and in the middle of the five-year substantive review period for the

mission, the College addressed changes to its mission concurrent with the application process. Minutes from DPAC meetings show that there was discussion of the matter over a period of multiple meetings to allow for consideration of and voting on a change to the mission before directing the revision to the Board of Trustees for approval. The interviews affirmed the timeline, clarifying that the change actually went into effect before final approval for the degree program came forward from the state. (I.A.4)

Conclusion
Although the evidence demonstrates

- that the College uses data to determine how well the College accomplishes its mission,
- that the mission drives the work of the College,
- and that the College widely articulates its mission statement as regularly reviewed and revised when needed,

the College does not fulfill all of the required components of a mission statement as outlined in I.A.1. Absent from the mission statement is description of the intended student population.

The College does not meet Standard I.A.1 and I.A.2.

Baccalaureate Degree

The visiting team would like to commend the College for initiating a program of study leading to a B.S. degree in Interaction Design. This highly marketable degree will allow access to upper division training for students in all socioeconomic classes. Since this degree is currently only available at two other colleges, both high priced private institutions, the impact of this training on a wide range of students will be very important. The College has had the foresight to develop a totally new facility which will house the new degree along with other media two-year programs. Program faculty are well trained, with appropriate professional experience and have crafted excellent program and course learning outcomes and objectives. The cohort-based class structure, which allows a number of students to continue to work professionally while going to school, demonstrates careful attention to student needs on the part of the College. Students are excited to be in the program, serve as mentors to one another, and seem very committed to succeed in the challenging field of Interaction Design.

While the visiting team found that Standards were not met in 11 of 29 areas reviewed, the College was not able to meet Standards I.A.2, I.B.2, I.B.3, I.C.3 due to the fact that sufficient time has not elapsed to gather and use assessment data for student learning improvement. The inability to meet Standards I.C.1, III.C.1, and III.D.1 is also time related.

Findings and Evidence
The self evaluation report specifically mentions plans to update the college mission statement but does not mention how the statement might include language reflecting its new upper division program. The current mission statement mentions SMC's partnerships with other colleges and universities for access to baccalaureate degrees:

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.

In the proposed activities to update the college mission statement, no mention is made in the self evaluation report of adding language to include the baccalaureate program, although the current statement above clearly covers all degrees including the baccalaureate. A suggested consideration is whether specific language might be added to the statement above which specifically highlights this new mission of providing a baccalaureate degree. (I.A.1)

The baccalaureate degree in Interaction Design is in its first semester of operation, so there has not been sufficient time to collect and assess data to meet this Standard. The self evaluation report states that 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. Interviews with program faculty, the curriculum committee chair, and the Dean of CTE programs confirmed that this process will occur. It is clear that the institutional priorities and planning structure/outcomes have selected Interaction Design as a priority program to expand degree offerings to the baccalaureate level. A review of minutes provided for the last two meetings of the Interaction Design Program Advisory Board revealed the use of professional members from business and industry to build program and course learning objectives to prepare students appropriately for meeting the needs of their future profession. (I.A.2)

While the differentiated impact of baccalaureate degrees in general is not mentioned in the college mission, clearly the Interaction Design program is a degree which directly provides an additional two years of training for students who have completed the Associate Degree in Graphic Design. In a meeting with the college VPAA, the process for selecting this degree was described. Originally an ad hoc task force of CTE faculty and administrators developed a rubric, evaluated the three proposals which were submitted, and selected Interaction Design. The proposal was then organized within the structure provided by the state, went to the Academic Senate, the Board of Trustees, and was finally selected by the state as one of the 15 pilot programs. The self evaluation report states that 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. Given the fact that the only two other baccalaureate degrees in the State of California are at high priced private institutions, SMC provides a B.S. degree that is financially accessible to a much broader range of students in all socioeconomic classes. The B.S. in Interaction Design will follow the same process of evaluation as other academic degree programs. Since upper division courses are new (fall 2016),

institutional standards for the new program will be set in subsequent semesters after some data has been collected.

Based on material presented in the self evaluation report and a meeting with the VPAA, it is clear the Baccalaureate Degree Task Force has helped develop the separate upper division protocols for the baccalaureate degree and will continue to act as an advisory body to the VPAA and senate president for future issues which are distinctive to the bachelors' programs. (I.A.3)

Conclusion
The College meets Standards I.A.1 and I.A.3. The College does not currently meet Standard I.A.2 because the program is so new. The process for collecting and using data, if applied in the feedback loop of continuous quality improvement, is appropriately designed and organized. It will take several years of data on student learning outcomes and employers' feedback process to develop and respond to trends observed.

Recommendations

Recommendation #1:
In order to meet the Standards, the team recommends the College incorporate into its mission statement a clear description of its intended student population. (I.A.1)

Recommendation #2:
In order to meet the Standards, the team recommends the College complete development of Student Learning Outcomes for all courses offered, ensure that in every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline, and implement an ongoing cycle of learning outcome assessment for courses, student services, and administrative units in order to improve program outcomes. (I.A.2, I.B.2, I.B.4, I.B.5, I.C.1, I.C.3, II.A.3, II.C.2, ER 11, ER 19)

Recommendation #7:
In order to increase institutional effectiveness, the team recommends the College improve the college community's ability to interpret and utilize data to inform effective decision making. (I.A.2, I.B.4, I.B.8, II.C.2)

B. Assuring Academic Quality and Institutional Effectiveness

General Observations
Santa Monica College has established committee structures and operational processes to foster dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Dialogue also occurs at the Board of Trustees (BOT) level, as board members consult with the College superintendent/president to discuss recommendations and make decisions that lead to institutional improvements.

The institution has not defined SLOs for all of its instructional programs, and assessment in some cases has only begun recently. Learning outcomes for support services are not defined and assessed.

The institution has established institution-set standards that are published in the Institutional Effectiveness Dashboard and the annual ACCJC report. The institution assesses how well it is achieving the institution-set standards, and when achievement metrics fall below the institution-set standards the College follows its process to address the finding.

The institution makes use of internal and external data sources, and it utilizes assessment data to inform and improve institutional processes that support student learning and student achievement. The College uses quantitative and qualitative data to evaluate the accomplishment of its mission and disaggregated data to identify learning and achievement gaps for special populations of students.

The institution evaluates its policies and practices, including those pertaining to instructional programs, student and learning support services, resource management, and government processes. The Academic Senate Joint (ASJ) Committees, District Planning and Advising Council (DPAC), and the DPAC planning subcommittees are the primary institutional bodies that are responsible for the evaluation process and their focus areas.

The institution broadly communicates the results of all its assessments and evaluation activities through the presentation of aggregated data in the IE report and related dashboards. The Master Plan for Education is used as a tool that allows the institution to communicate the outcomes of objectives to its community, and the ASJ Professional Development Committee shares information related to institution's vision, mission, and goals.

The institution has created infrastructure for continuous, broad based, systematic evaluation and planning. Evidence for how the institution is integrating all plans was not easily observed.

Findings and Evidence
The College demonstrates that it engages in a sustained, substantive, and collegial dialogue about institutional effectiveness. The Program Review Executive Summary for Counseling Department and Transfer Counseling Center, as well as the Program Review 2015 Planning Summary provide evidence that the institution engages in dialogue focused on improving student learning and achievement. The Center for Teaching Excellence provides an environment where faculty can share ideas to improve student learning and teaching. The College provides various opportunities for institutional dialogue. The Career Technical Education Advisory Board Handbook, the Santa Monica CCD Regional Consortium Plan, Consortia Report on Governance Compliance of Rules and Procedures, and minutes from the September 17, 2015 special Board of Trustees meeting provide evidence of how the institution engages in dialogue with the external community. Minutes from Board of Trustees meetings demonstrate that dialogue occurs at the Board level. (I.B.1)

The institution has defined SLOs for all programs, published in the Catalog. However, an audit of 50% of active courses in the ISIS system and a representative sampling of courses in

CurricUNET revealed a significant proportion (20-30%) of courses with no SLOs recorded in one or both systems. For programs with SLOs defined in all courses, the SLO portal allows the institution to assess SLOs and disaggregate assessment outcomes to inform institutional decision-making and program improvement. The SLO portal can be used to measure the learning and achievement of subpopulations of students; the Institutional Effectiveness Dashboards and equity planning process provide evidence of that process. However, gaps in the identification and assessment of course-level SLOs compromise the institution's claim to systematic evaluation and planning, given that course-level SLO assessment is the locus of data collection driving many other evaluation processes. (I.B.2, I.B.5)

The self evaluation report does not clearly show that assessments of SLOs are taking place at all Student and Learning Support Services units; the institution has only recently begun to define and assess SLOs for student and learning support services and has articulated an action plan to continue these efforts. SLOs are in place and assessed for counseling appointments and for Ed Plans developed using online counseling services. (I.B.2, I.B.5)

The institution defined its institution-set standards (ISSs) by computing the percentage of average performance over four baseline years and then, in committee, making modifications to the standard definitions if deemed appropriate. ISSs are published in the Institutional Effectiveness Dashboard on the College website. These standards are assessed in the annual program review to identify gaps between student performance and the standards. This data is disaggregated and examined for underrepresented student populations, as well. The program review process also aids the institution in determining its priorities, and the IE and Program Review Committees are in the process of developing program-level standards. More recently, the College has adopted aspirational goals to meet state requirements related to the Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators. (I.B.3, I.B.5)

If the College falls below an ISS, the finding is noted in the annual report prepared by the Institutional Effectiveness Committee, and the committee makes recommendations to DPAC for consideration in the development of institutional objectives. For instance, performance on the CTE Completion rate fell below the institution-set standard. The committee recommendation resulted in an institutional objective focused on improving the CTE completion rate. Objectives are addressed through the College planning and resource allocation processes. (I.B.3, I.B.4)

The College includes quantitative and qualitative data in program review, institutional planning, and assessment of SLOs and student achievement. (I.B.4, I.B.5) Data is supplied through the Institutional Effectiveness Dashboard and disaggregated on the basis of student of various student characteristics. It is used to identify gaps in student learning and achievement for underrepresented students. Despite the fact that the College has recently increased its capacity to generate data, the college community does not exhibit a thorough understanding of how to use the data for analysis. Training of key individuals and groups regarding the application of data to decisions is needed. (I.B.4)

The College monitors disaggregated student learning and achievement data to identify performance gaps. Data includes access, course success, basic skills course completion, degree and certificate completion, and transfer data disaggregated by gender, ethnicity/race, disability,

low-income status, veteran status, and foster youth status. The program-level review requires departments to analyze disaggregated SLO and achievement data. The College has developed and implemented strategies to mitigate observed gaps in these areas or researches the reason for the gaps. (I.B.6)

The ASJ Curriculum Committee is responsible for maintaining the integrity and quality of instructional programs by regularly evaluating relevant policies and practices and reviewing curriculum to ensure it aligns with college goals and meets the needs of students. The ASJ Student Affairs Committee is responsible for the review of practices and procedures related to student and learning support services; the ASJ Program Review Committee is attentive to matters related to academic quality and the achievement of the institution's mission. (I.B.5, I.B.7)

The program review process allows for program-level discussions and assessment of their strengths and weaknesses. Formal reports and assessments from the Office of Institutional Research also communicate strengths and weaknesses within the institution. Priorities are set appropriately and all college stakeholders (e.g., faculty, staff, students) are involved in the process. (I.B.8)

Planning begins with the program review process. The comprehensive program review self-evaluation allows the institution to plan long range. The annual program review report allows the institution to evaluate its progress on long-range planning goals and to identify potential challenges to success as well as to identify new needs or concerns. Identified needs are then used to validate budget requests made via the budget planning process. (I.B.9) The program review process also feeds into the institutional planning process that culminates in the annual update of the Master Plan for Education and other planning documents. Long-range goals, annual objectives and benchmarks are set via the Master Plan for Education, Strategic Initiatives, Board of Trustees Goals and Priorities, Academic Senate Objectives, Academic Senate joint committee efforts, DPAC and its planning subcommittees, accreditation recommendations, other planning documents. Institutional plans (e.g., SSSP, Student Equity, Facilities Master Plan) also inform annual planning objectives. (I.B.5, I.B.9) The institution evaluates the efficacy of implemented strategies, and it is working to improve the evaluation process. (I.B.9)

The Institutional Effectiveness Dashboard and the ACCJC Annual Report provide evidence that the institution has set institutional standards. The institution has also set target goals to meet state required indicators of institutional effectiveness. Minutes from the CTE and other committees provide evidence for how the institution uses standards to drive improvement in student achievement. The Annual IE Dashboards, Annual IE Reports, Master Plan for Education updates, committee minutes, and Annual Program Review summary report all provide evidence that results are shared across the institution and that available assessment results are used for institutional improvement and long-range planning. (I.B.1, I.B.3, I.B.5, I.B.8, I.B.9)

Conclusion
The institution does not meet Standard I.B.2. I.B.4, I.B.5, and I.B.8.

Baccalaureate Degree
Findings and Evidence
All of the courses in the upper division of the Interaction Design program have higher levels of depth and rigor as generally expected in higher education. Written material provided to the visiting team included the program learning objectives as follows:

Upon completion of the program, students will demonstrate knowledge of Interaction Design/User Experience Design history, practices, methodologies, tools, and project-based processes in designing for the user. Graduates will utilize human-centered design principles, user-testing outcomes, and ethnographic research insights, and will employ critical thinking, sketching, and iterative processes to define, develop, conceptualize, and solve problems. They will design and prototype correct affordances, interaction paradigms, and patterns for a range of platforms including web, mobile, and tangible systems. They will also collaborate effectively with customers and clients, and in team projects, brainstorming sessions, and in-class critiques. They will exhibit proficient visual, verbal, and written communication skills, particularly presentation skills necessary in the design industry.

Discussions with program faculty described methods that they would use to evaluate these skills during and at the end of the program, although the first graduates are still over 18 months away. Also, these discussions with faculty described how important it was to learn how to be productive in a collaborative team environment. Individual course outcomes provided on the syllabi for the first two IxD courses taught this fall contain examples of how the program learning outcomes are accomplished in a course. Discussions with students currently enrolled in the program confirmed that assignments were team based and that there was a real spirit of cooperation in the courses. Students reported that the learning outcomes were made very clear to them at the first class of the semester. (I.B.2)

The self evaluation report references that a task force of SMC faculty and administrators developed the new degree program. The report also references that 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, the Academic Senate, and the Board of Trustees to ensure appropriate rigor and relevance. Each course (with examples provided for upper division courses mapped to institutional learning objectives) and the program itself have 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 programs. Both courses currently being taught in the program have a student learning outcome that is mapped directly to an institutional learning outcome. (I.B.3)

The academic senate president and vice president, academic affairs, established a joint Baccalaureate Degree Program Task Force 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 helped establish 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. In a meeting with the VPAA, she reiterated that the task force will continue its work and review and revise policies and practices as needed. In addition, the vice president, academic affairs, meets with the president of the Faculty Association on a regular basis to address negotiable issues related to the establishment of the new degree program. (I.B.7)

Conclusion
The College has defined the student learning outcomes for the Interaction Design baccalaureate program, but has not assessed them because the first classes just began in fall 2016. The College has established institution-set standards for student achievement in the Interaction Design program but has not, again due to the newness of the program, assessed or published them. The College does not meet Standards I.B.2 and I.B.3. The College meets Standard I.B.7.

Recommendations

See Recommendation #2, Standard I.A.

See Recommendation #7, Standard I.A.

C. Institutional Integrity

General Observations
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 in various ways.

The College communicates matters of academic quality to multiple constituents, by systematically publishing the results of student learning and achievement assessments through multiple sources.

The College provides information for all of its degrees and certificates, including their purpose, content, and course requirements.

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

The College provides students with information in various locations and formats about the cost of attending the College.

The College has adopted policies and regulations supporting academic freedom and responsibility in alignment with the College's mission and its Institutional Learning Outcomes.

The College establishes and publishes policies and procedures that promote honesty, responsibility, and academic integrity for all constituent groups.

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

The College does not operate in foreign locations.

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.

Santa Monica 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.

Findings and Evidence
Through a review of the college catalog, schedule of classes, a variety of reports and other printed college outreach materials, the college web site, and interviews with a broad selection of faculty, administrators and staff the team confirmed the following findings.

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 through
- written materials and publications
- online presence
- public information announcements
- website
- catalog (hard copy and online version)
- program brochures
- schedule of classes
- course outlines of record (I.C.1, I.C.2)

The class schedule is mailed to 110,000 households each semester. Most instructional programs and student support services have their own specific web pages, along with many faculty web pages. 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, in Major Articulation Sheets, and the curriculum guide sheets maintained and disseminated by the Counseling Department on the articulation website. (I.C.1)

Course level information is conveyed to prospective and enrolled students and others through the approved course outlines of record (CORs) available on the web through the CurricUNET site.

The course syllabi are also available on the web for all sections of all courses each semester. However, a review of a random sample of one hundred and twenty-three CORs provided evidence that twenty-six of the courses (or 21% of the sample) had no identified SLOs as a part of the curricular document.   (I.C.1, I.C.3)

Information about the College's accreditation is provided to the public through the website, the college catalog, and through media announcements. (I.C.1)

Other student achievement outcomes and measures are on the college website via the College's comprehensive Institutional Effectiveness Dashboard. 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. (I.C.1)

The catalog is updated annually and disseminated via the college website with hardcopy versions for purchase in the college bookstore. The catalog provides current and accurate information regarding mission, accreditation status, courses, programs, and degrees, the academic calendar, financial aid, learning resources, faculty information, and governing board. The catalog also outlines requirements for admission, costs including student fees and other financial obligations, requirements for degree and certificate attainment, graduation, and transfer, and major student policies. The catalog is clear that all policies, procedures, and requirements that apply to on-ground students are also applied to online students. (I.C.2)

Accuracy of catalog content is ensured through a team effort involving Academic Affairs, Enrollment Services, Counseling, the Articulation Officer, Special Programs, the Curriculum Committee Chair, and Marketing. (I.C.2)

The College communicates matters of academic quality to current and prospective students, the public, faculty and staff, by publishing the results of student learning and achievement assessments through the college website, the catalog, the class schedule, and other communication vehicles. (I.C.3)

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 via 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 how the College is doing in terms of meeting its mission and goals. The Student Success Scorecard Report communicates how the College is performing on state accountability student success metrics that indicate academic quality. Various campus entities such as 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. (I.C.3)

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 also include Program Learning Outcomes for each of the degree and certificate programs. (I.C.4)

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. (I.C.4)

The college Articulation Officer 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. (I.C.4)

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. However, during a review of board policies, no evidence was found for a process for regular review of board policies. Many of the policies appear to have an origination date of 2000 and/or 2004 with no evidence of follow-up review or updating. The *Board Policy Manual* reveals a lack of a process for regular policy review. (I.C.5)

Various Academic Senate Joint committees are responsible for reviewing and updating the policies and regulations relevant to their scope and function. Program policies, which put administrative regulations into action, are developed and implemented by each individual department and service as appropriate. Changes to policies and procedures are often communicated to students via email as well as in relevant online forums. (I.C.5)

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.

Information on the cost of education at the College is shared through at least fourteen venues and publications. For instance, both the hard-copy and online versions of the college catalog include costs including student fees and other financial obligations. (I.C.6)

Santa Monica College has adopted clear policies and regulations supporting academic freedom and responsibility. The 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. These policies affirm the College's commitment to the free exchange of knowledge and ideas for faculty and students. The policies are publicized to all college constituencies. (I.C.7)

Santa Monica College establishes and publishes comprehensive policies and procedures promoting honesty, responsibility and academic integrity, including the following:

- Academic Honor Code
- Board of Trustees Board Policy Manual
- Administrative Regulations
- Rules of Student Conduct
- Code of Academic Dishonesty
- Honor Code
- Code of Professional Ethics for Managers
- Faculty Handbook

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 provide this information on their websites. All enrolled students must read and sign an agreement to the Academic Integrity Statement each semester. Policy enforcement is assigned to multiple offices. (I.C.8)

The College uses student evaluations and the peer evaluation process to ensure that faculty teach their classes in an objective manner. Board policies, administrative regulations, and the Academic Senate Statement on Professional Ethics demonstrate that faculty distinguish between personal conviction and professionally accepted views in their respective disciplines. (I.C.9)

Bodies responsible for establishing, reviewing, and revising policies and regulations that provide direction for students, faculty, staff, and administrators 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. (I.C.10)

The institution does not operate in a foreign location (I.C.11)

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. 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. (I.C.12)

Santa Monica College has a long-standing record of compliance with the Accrediting Commission as evidenced by the more than 60 years of timely submission of accreditation self-studies, responsiveness to accreditation concerns and recommendations, and positive accreditation reviews. The College's Follow-Up Report (October 2010) and Midterm Report (March 2013) demonstrate that the recommendations made during the last accreditation review are integrated into the College's institutional planning and evaluation activities. The submission of substantive change proposals also documents the College's efforts to keep the ACCJC informed of its actions and direction. (I.C.12)

Many entities on campus work together to prepare internal and external publications and other informational materials that communicate to the public information required by the Commission. These entities include the following:

- Office of Government Relations and Institutional Communications
- Enrollment Services
- Division of Academic Affairs
- College's Office of Government Relations and Institutional Communications

These offices utilize a number of strategies, including multiple direct mail publications and Brochures, the college catalog and semester class schedules, press releases, community forums, and personal engagement with the community, along with the College's website. (I.C.12)

In addition to the ACCJC, Santa Monica College is under the authority of two other national accrediting bodies--the Accreditation Commission for Education in Nursing and the Commission on Accreditation for Respiratory Therapy. 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.

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. (I.C.13) When exceptions led to non-compliance with the policies, regulations, or practices of accreditors and other governing bodies, the College took decisive and immediate action to acknowledge and address the problems as in the case of several violations of the California Community Colleges Athletic Association (CCCAA) Constitution and Bylaws. (I.C.13)

The District has received unmodified financial 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. The College has a long-standing record of demonstrating honesty and integrity in its relationships with external agencies. (I.C.13)

The College also maintains positive relationships with a number of other external partners Including the U.S. Department of Education, the California Community Colleges Chancellor's Office, 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. The College assures honesty and integrity in its relationships with these external partners through a three-pronged approach addressing program, financial, and administrative compliance. (I.C.13)

The College has established specific policies and practices designed to empower staff to report suspected dishonest activities through Board Policy 6117, Reporting Fraud, Waste, or Abuse. Using this policy as a guideline, any college employee is encouraged to report dishonest acts, either known or suspected, through an anonymous process. (I.C.13)

When limited financial resources required the College to prioritize its resources, student achievement and learning were priorities, as 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, the College made the decision to use reserve funding of over two million dollars to backfill cutbacks from the State of California. Reserve funding was also used to maintain the winter and summer intersessions, as well as to offer sizeable fall and spring sessions. (I.C.14)

Conclusion:

The College does not meet Standard I.C.1, I.C.3, and I.C.5.

Baccalaureate Degree
Findings and Evidence
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 was established and is updated on a regular basis as the program and related policies develop. The discipline faculty and lead counselor also held several information sessions for prospective students. An Interaction Design summit 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 requirements do not appear in the 2016-2017 academic catalog, although the course descriptions are listed. The catalog references that the B.S. in Interaction Design can be found at www.smcixd.org. The website on the B.S. in Interaction Design is clear and has videos of currently employed individuals from this field. The program length follows practices common to American higher education requiring at least 120 credits; however, the exact length of the program is not clear. The self evaluation report cites 123 units of credit required. The website shows 60 credits for the upper division (Year 3 and 4) and lists Proposed Sequence of 60 units for the Graphic Design, Associate of Science Degree (User Experience Design Concentration). The semester sequence unit requirements of 16, 16, 16, and 15 actually add up to 63 units (not 60). (I.C.1)

The College will follow the same process for upper division courses it currently follows for lower division courses. 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. The College has developed a comprehensive process for assessing

its effectiveness at the student, program, and institutional levels. The baccalaureate program is in its first semester of operation and therefore no assessment data or use of that data is available. (I.C.3)

The purpose, program content, and course requirements for the B.S. in Interaction Design can be found at www.smcixd.org. This link is referenced in the college catalog. The College provided course syllabi for the two courses in interaction design being taught this fall and both contained extensive, measureable course objectives and three student learning outcomes. In a meeting with 20 students from the program, all were well aware of the course objectives and learning outcomes. The students had also each had the chance to meet with an advisor and were aware of their personal graduation requirements. (I.C.4)

Conclusion
The College does not meet Standard I.C.1 and I.C.3. The College meets Standard I.C.4.

Recommendations

See Recommendation #2, Standard I.A.

Recommendation #4:
In order to meet the Standards, the team recommends the College create a schedule to regularly review board policies and regulations to assure integrity in all representations of the college mission, programs, and services. (I.C.5, IV.C.7)

Recommendation #6:
In order to meet the Standards, the team recommends that the College resolve the discrepancies regarding the baccalaureate degree and publish the accurate number of total units and minimum number of upper division units required to complete the program in all appropriate documents and publications. (I.C.1, II.A.5, II.A.12, ER 10)

Standard II: Student Learning Programs and Support Services

A. Instructional Programs

General Observations

Santa Monica College offers courses and programs to prepare students to compete in job markets and for transfer to four-year universities. It offers one Bachelor of Science degree and Associate of Arts degrees, Associate of Science degrees, Certificates of Achievement, and Department Certificates. Courses are offered on five sites and a main campus. The College also offers online courses. The College offers both credit and non-credit courses.

The quality of the College curriculum is monitored by a review process that relies on faculty expertise. Every non-credit and credit course and certificate or degree program offered is subject to a rigorous curriculum approval process upon inception. The College program review process indicates that all instructional offerings should be updated at least once every six years during the program review process.

The College offers pre-collegiate level courses in English and math. In addition, the College offers non-credit, pre-collegiate English as a Second Language (ESL) courses, as well as college-level ESL classes (English for non-native speakers) that serve as prerequisites for English 1, the first college-level course in the English sequence.

Santa Monica College has a 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 College offers a comprehensive website, which includes the complete catalog, schedule of classes, and special program information. 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.

Every program offered by Santa Monica College has appropriate learning outcomes that directly support the College's five Institutional Learning Outcomes (ILO). 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. Program-level SLOs are published in the college catalog.

Santa Monica College's curriculum process utilizes well-established procedures to ensure new programs and changes to existing programs include a focused area of study. All CTE degree and certificate programs have well-developed learning outcomes that relate directly to course level learning outcomes. These program outcomes are developed with input from the relevant advisory board to ensure 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.

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 through the College's program review process. Degrees, certificates, and for-credit coursework all undergo the rigorous process of review by the Academic Senate Joint Curriculum Committee.

Findings and Evidence
Central to the curriculum development and approval process is the Academic Senate Joint Curriculum Committee's mandate to ensure that all instructional offerings are consistent with the College's mission, appropriate to higher education, and focused on student achievement of stated learning outcomes at both the course and program level. Courses proposed to be delivered online undergo specific curriculum approval steps which require separate approval in accordance with state regulations and adhere to the Distance Education Review and Approval Checklist. (II.A.1)

Two other mechanisms for ensuring the relevance and quality of the College's courses and programs are the Course Outline of Record (COR) and the Program of Study summary. A review of a random sample of one hundred and twenty-three (123) CORs revealed twenty-six (26) of the courses (21% of the sample) had no identified SLOs as a part of the curricular document. A review of the current curriculum inventory indicates that eight hundred and fifty-eight (858) of the sixteen hundred and sixteen (1616) courses (53% of the courses) in the active inventory have not had a curricular review since the curriculum was initially uploaded into the CurricUNET curriculum management system in May of 2011. In the random sample reviewed by the team, thirty-nine (39) of the one hundred and twenty-three classes (123) (31%) did not have the correct hours of instruction indicated. Per interviews with members of the Curriculum Committee and administrators, CurricUNET does not currently cleanly interface with the College's Institutional Student Information System (ISIS)--the system which drives the college catalog, class schedule, and awarding of credits to students. While the hours of instruction are correct in ISIS, some courses have SLOs identified within the ISIS system which do not appear on the course outlines of record which are stored in the CurricUNET system. The fact that this information is not current and correct on the official and publicly available course outlines of record is a concern. (II.A.1)

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 and presented in its annual Institutional Effectiveness Report and Dashboard. (II.A.1)

Through a review of the Santa Monica Curriculum Development and Approval process as outlined on the Curriculum Committee website as well as the *Curriculum Committee Handbook*, a review of data provided on the Institutional Effectiveness Report/Dashboard, Degree and Certificate Learning Outcomes Reports, and the Student Learning Outcome (SLO) assessment results, the team found evidence that the College's instructional programs 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. (II.A.1)

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 supported by:

- The Curriculum Committee
- The Program Review Committee
- Professional development activities
- Peer evaluation including a teaching observation, peer review of syllabi, a self evaluation, and a conference between the evaluator and the faculty member.

Faculty expertise is critical in the development of new courses that meet current academic standards. 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. (II.A.2)

Ongoing quality improvement of 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 review by the Program Review Committee. The program review process is the central mechanism by which academic departments document their continual improvement of courses, instructional programs, and directly related services. (II.A.2)

A review of Academic Senate Joint Curriculum Committee's handbook and the committee's annual reports also provided evidence that faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. A review of the College's Model Syllabus, minutes from the Professional Ethics and Responsibilities Committee of the Academic Senate, the faculty review process (as established by the faculty contract Article 7 and Appendix S), and a review of the program review process provided evidence that faculty and others responsible act to continuously improve programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success. (II.A.2)

A mandatory component of the approval process for all courses 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.

A review of a random sample of one hundred and twenty-three (123) CORs provided evidence that twenty-six (26) of the courses (or 21% of the sample) had no identified SLOs as a part of the curricular document. In comparing seven hundred and eighty-three (783) courses identified as active in the CurricUNET system (which represents 52% of the active courses) to the SLOs in the Institutional Student Information System (ISIS), the team found that two hundred and fifty-one (251) (or 32%) of the classes did not have Student Learning Outcomes identified. A random review of 75 course syllabi from courses offered in the fall 2016 semester provided evidence that

only 61% of the courses had SLOs on them, 21% of the courses provided the Course Objectives instead of the SLOs, and 15% did not present any SLOs. (II.A.3)

Interviews with department chairs and division deans provided evidence that the institution regularly assesses learning outcomes (for the courses which have developed them) using established institutional procedures. (II.A.3)

The College is able to review SLO assessment results in aggregate or disaggregated by various student characteristics. Course SLOs are also align 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. (II.A.3)

The pre-collegiate courses are clearly identified, and the various paths to collegiate-level Courses are presented via charts developed by the English, ESL and math programs. 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. (II.A.4)

The team reviewed curriculum process and procedures, the college catalog, and interviews with counselors and basic skills faculty, and the team found that the College distinguishes basic skills (pre-collegiate) 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. (II.A.4)

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. (II.A.4)

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. The team's review of the October 2014 research brief 683, *Supplemental Instruction Study: Evaluation of Impact* along with the 2013 and 2014 *FYE Student Profile and Outcomes* reports affirmed the positive impact of the FYE and SI activities. (II.A.4)

Through a review of Santa Monica's Board Policies and Rules, Curriculum Committee policies and procedures, a review of the <u>Santa Monica degree/certificate learning outcomes</u> (DCLOs), and interviews with the curriculum committee and articulation officer, the team established that degrees and programs follow practices common to American higher education, including using the Carnegie method for assigning units to courses, and ensuring appropriate length, breadth,

depth, rigor, course sequencing, time to completion, and synthesis of learning. The College follows practices common to American higher education. 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. (II.A.5)

Through a review of a representative sample of the College's Curriculum Outlines of Record, the team verified that 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. 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.* (II.A.5)

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
- Non-sequenced Career Technical Education (CTE) courses with a capstone class
- Sequenced for Transfer

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. However, 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. 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, which compares local, state, and national data, and the California Community Colleges Student Success Scorecard. However, the College recognizes that the current time to completion is a significant concern. Students with GE and area of emphasis credits from other accredited institutions are able 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. (II.A.5)

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.

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 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. The College has established 102 articulation agreements with bachelor's degree granting institutions. (II.A.5)

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.

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.
- 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.
- 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 data tracks course learning across all courses, using the ILO process. (II.A.5)

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. (II.A.6)

The College's course offering is robust. In the 2014-2015 academic year, 7,515 course sections were 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). The greatest number of course sections are assigned to the English and Math Departments, as these are the courses that nearly all students need in order to progress toward goal completion. (II.A.6)

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 weekly teaching hours (WTH) 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. (II.A.6)

As evidenced through interviews with members of the Enrollment Management Committee, deans, and department chairs, 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. (II.A.6)

Santa Monica College employs delivery modes, teaching methodologies, and learning support services to meet the diverse and changing needs of its students. The College uses an array of traditional and non-traditional delivery modes, teaching methodologies, and learning support services to address the diverse and changing needs of its students. The team reviewed a random sample of 75 current course syllabi from a variety of courses (CTE, liberal arts, science, and general education), along with the College's equity plan. This evidence indicates Santa Monica

College faculty utilize a variety of teaching and grading modalities to meet the needs of various learning styles. 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
- Accelerated Courses reduce the time to completion
- Distance Education provides an alternative learning modality (II.A.7)

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. (II.A.7)

The College states that it 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 to address these characteristics. The College's equity plan, which was presented to the Board of Trustees in December 2014, outlines an array of interventions and teaching methodologies that the College is implementing to address gaps in student success:

- Study Abroad
- Experiential Learning
- Cohort Sections of Key Courses
- Tutoring and Learning Resource Centers
- Supplemental Instruction (II.A.7)

Many departments 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. 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. The College Research Office ensures that processes are in place to reduce test bias and enhance reliability. (II.A.8)

The team evaluated documents from the Santa Monica Community College Curriculum Committee, a random sample of one hundred twenty-three Course Outlines of Record, Santa Monica Administrative Regulation 5360: Carnegie Unit, and SLO assessment data. They also conducted interviews with the vice president of academic affairs and members of the curriculum committee which established that awards of course credit, degrees, and certificates are made 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. (II.A.9)

Through a review of the Curriculum Committee Handbook, the team found that SLO mastery ensures that achievement of stated program learning outcomes serves as the basis for awarding degrees and certificates.

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. The integration of course content and course SLOs (for those courses which have identified 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. (II.A.9)

The College also collects and analyzes SLO assessment data to ensure that the students who earn degrees do indeed master the program outcomes. (II.A.9)

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 this data is the program review process, which is organized by instructional department. Since no one department owns these degrees, their outcomes data is 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. (II.A.9)

Through reviews of the college catalog, Santa Monica Administrative Regulation 4314.1.90, curriculum committee minutes, policies and procedures of the curriculum committee, a review of the California Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) website, and interviews with the college Articulation Officer, members of the Curriculum Committee, and the vice president of academic affairs, the team established that Santa Monica College makes available to its students clearly stated transfer-of-credit policies. 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 has articulation agreements as appropriate to its mission. (II.A.10)

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 to Santa Monica College;
- Articulation agreements, degree/certificate requirements, and general education
- requirements;
- Catalog information;
- Class schedules;
- Administrative Regulations series 4100 and 4300 concerning admission,
- registration, student progress, and graduation; and
- Other academic advising resources 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, 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. (II.A.10)

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 resources for transfer are available through the Transfer Center website. (II.A.10)

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 online 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. (II.A.10)

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 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. (II.A.10)

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. 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. (II.A.10)

Santa Monica College is fully engaged in the assessment of student learning outcomes (SLOs) at the course, program, and institutional level (for those courses which have developed them). 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 College noted some areas where ILOs have not been assessed. ILO #5, Authentic Engagement, is the newest ILO and has not yet been assessed as frequently as the other ILOs. Major-related courses in the map to and are assessed in specific ILOs, but students earning the associate degrees are assessed in all five ILOs through their GE courses. Additionally, students receiving *certificates of achievement*, often in Career Technical Education (CTE) areas, may not be assessed in all ILOs since their focus is in major-related courses. (II.A.11)

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. (II.A.11)

Through interviews with department chairs, members of the curriculum committee, and members of the assessment committee, the team established that Santa Monica College includes 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. (II.A.11)

Through a review of the college catalog; Santa Monica Board Policies; curriculum committee process and procedures in the Curriculum Committee's Handbook; and interviews with a broad selection of faculty, administrators, and staff, the team found that Santa Monica College requires of all its degree programs to contain 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. (II.A.12)

Santa Monica College offers three general education options for the associate's degree:
- Santa Monica College's own GE pattern
- California State Universities' GE pattern (CSU GE)
- Intersegmental GE Transfer Curriculum (IGETC)

The College's general education requirements reflect the College's philosophy statement for the associate's degree, as published in the college catalog. (II.A.12)

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. (II.A.12)

The college catalog and schedule of classes outline the courses that meet each of these requirements, including online courses. These publications clearly delineate which courses meet IGETC requirements. (II.A.12)

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. (II.A.12)

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) system, 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. (II.A.12)

Departments develop and evaluate appropriate degree and certificate learning outcomes for all degrees and certificates offered by the College.

Development of new degrees involves faculty subject matter experts establishing degree requirements by researching articulation requirements and 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 approval requirements. 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. (II.A.13)

A review of the college catalog, interviews with department chairs, the college Articulation Officer, members of the Curriculum Committee, and the vice president of academic affairs, and a review of the minutes from the Institutional Effectiveness Committee provides evidence that

degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Courses included within the field of study reflect the identified Program Learning Outcomes. (II.A.13)

A clear indicator that the College meets this Standard is the high pass rates of students on CTE licensing exams. In addition to monitoring licensing exam pass rates, the College surveys the CTE students to assess their degree of satisfaction with their programs and the preparation that they have received to enter the workforce. (II.A.14)

Through a review of a random sample of Course Outlines of Records, advisory committee minutes, and interviews with CTE faculty and deans the team established that graduates completing career-technical certificates and degrees at Santa Monica College demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. (II.A.14)

Through a review of Santa Monica's College's Program Discontinuance Policy (AR 5113), Regulations regarding Catalog rights (AR 4351), and interviews with department chairs, deans, and the vice president of academic affairs, the team established that 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. Catalog Rights 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. (II.A.15)

Conclusion
Every credit and noncredit course, degree program, and certificate program at the College, including distance education, is evaluated upon inception via a curriculum approval process. The number of courses in the CurricUNET system which have incorrect instructional hours, are lacking SLOs, and have not been reviewed since 2011, indicate that the College does not have a regular cycle of review for its curriculum to ensure of a regular and updated thorough evaluation.

Baccalaureate Degree
Findings and Evidence
The new baccalaureate degree does provide open and affordable access for students as mentioned in the college mission. Based on data gathered by the college, labor market data for interaction designers and related positions is strong. Extensive research provided evidence into the availability of jobs and the gap in baccalaureate level candidates being prepared for them. Local employers and community organizations wrote over 100 letters to SMC in support of this new bachelor's degree in Interaction Design. Student demand was measured by applications, and students who signed up for the periodic program emails portends a population which will fill future cohorts. In a meeting with 20 students in the program, they were able to articulate the program learning outcomes and how the baccalaureate degree will enhance their ability to get a good job and/or advance in a company in which they are currently employed. (II.A.1)

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. Upper division courses have outcomes that involve high-level Bloom's taxonomy of abilities that require students to build upon knowledge and skills developed in lower division courses.

The degree program itself also has clearly stated program learning outcomes. Upon completion of the program, students will demonstrate knowledge of Interaction Design/User Experience Design history, practices, methodologies, tools, and project-based processes in designing for the user. Graduates will utilize human-centered design principles, user-testing outcomes, and ethnographic research insights, and will employ critical thinking, sketching, and iterative processes to define, develop, conceptualize, and solve problems. They will design and prototype correct affordances, interaction paradigms, and patterns for a range of platforms including web, mobile, and tangible systems. They will also collaborate effectively with customers and clients, and in team projects, brainstorming sessions, and in-class critiques. They will exhibit proficient visual, verbal, and written communication skills, particularly presentation skills necessary in the design industry.

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 programs. Since the program and courses are currently in the first semester of operation, there is no data available as to how well students are achieving learning outcomes.

In a meeting with 20 students currently in the program they verified that their syllabi had course objectives and student learning outcomes which were made clear to them the first night of class**.**

The College is employing a cohort model of 20-25 students per semester for this degree. Cohort models require full-time continuous participation to be effective but will ensure completion in 2 years. Since succeeding cohorts will take the same course sequences, students who fail a course or have to drop out will be able to pick with those courses and complete in a reasonable time frame.

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 programs. Since the program and courses are currently in the first semester of operation, there is no data available as to how well students are achieving learning outcomes.

In a meeting with 20 students currently in the program they verified that their syllabi had course objectives and student learning outcomes which were made clear to them the first night of class. (II.A.3)

The baccalaureate program in Interaction Design follows practices common to American higher education regarding program length, breath, rigor, and course sequencing. However, a specific baccalaureate degree requirement under Standard II.A.5 requires the completion of 40 semester

hours at the upper division level. Currently listed program requirements only "require" a student to complete 35-37 semester hours at the 300 level or above. Although the currently listed program requirements contain a total of 14-16 semester hours of General Education requirements, there is no specific mention that 3-5 semester hours must be at the 300 level or above. There needs to be a specific notation on the General Education courses that 3-5 semester hours, depending on the credit hours completed from IXD 490, must be at the upper level. (II.A.5)

The College is employing a cohort model of 20-25 students per semester for this degree. Cohort models require full-time continuous participation to be effective but will ensure completion in 2 years. Since succeeding cohorts will take the same course sequences, students who fail a course or have to drop out will be able to pick with those courses and complete in a reasonable time frame. A meeting with 20 students in the program confirmed that students really appreciated the structure of the program and the scheduling of classes which allowed them to continue to work (50-60% currently in the profession) and attend classes. (II.A.6)

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 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. Both faculty and students confirmed these aspects of the program in meetings with them. (II.A.9)

Given that there are few other programs in Interaction Design in the state, it is likely that the Interaction Design students will complete their entire baccalaureate degree at the College and minimize transfers to and from the program. The College did build articulation agreements with other colleges that will enable seamless transfer from these institutions into the College's baccalaureate program. In May 2016, the College hosted an 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. 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. (II.A.10)

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. Upper division courses have outcomes that involve high-level Bloom's taxonomy of abilities, that require students to build upon knowledge and skills developed in lower division courses. 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.   During the meeting with 20 students in the program it was made very clear that they really liked the opportunity to engage with one another (both in class and online) and felt they profited from diverse perspectives. Since the program and courses are currently in the first semester of operation, there is no data available as to how well students are achieving learning outcomes. (II.A.11)

The degree requirements for the Bachelor of Science degree in Interaction Design include completion of the CSU General Education pattern and is based on a philosophy to ensure student's preparation for responsible citizenship and a comprehensive development of skills and knowledge in a myriad of liberal arts fields. Currently, there are only 6 specified units of general education at the upper division (PSYCH 320 and ENGL 300) listed in the degree requirements. At least one of the Gen Ed courses listed in the Interaction Design program requirements must have the notation "at the 300 level or above" in order to make sure the "9 units of upper division general education" requirement is satisfied. (II.A.12)

The Bachelor of Science degree in Interaction design 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. Each course is designed around key student learning outcomes designed by faculty discipline experts with input from the Interaction Design Advisory Committee. A review of the meeting minutes from the Advisory Committee meetings confirms their input. While direct comparison of the major courses required to those required by California's public universities is not possible since no CSU nor UC campus currently offers a degree in Interaction Design, the course requirements are, however, similar to the two private California universities currently offering a similar degree. (II.A.13)

The Design Technology Department, home to the Interaction Design baccalaureate program, has 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. Also, a separate Interaction Design advisory committee has offered and continues to offer their experience from professional settings. 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. Although the College has surveyed completers/leavers from CTE programs, the data does not appear to be disaggregated by program. There is no mention of surveys of employers of past graduates. Although graduation of the first cohort of Interaction Design majors is still a year and a half away, it might be wise to begin to develop a mechanism to survey employers of program graduates and feed that data back to the advisory committee. (II.A.14)

Conclusion
The College meets Standard II.A.1, II.A.6, II.A.9, II.A.10, and II.A.13. Since this new program has not had the chance to regularly assess learning outcomes, the College has not met Standard II.A.3. The College does not meet Standard II.A.11 since no data is currently available, nor does it meet Standard II.A.14 since there have not been graduates of the program which can be measured. The College does not meet Standards II.A.5 and II.A.12.

Recommendations

See Recommendation #2, Standard I.A.

See Recommendation #6, Standard I.C.

B. Library and Learning Support Services

General Observations
The various units that make up learning support services include the library, tutoring services, and Supplemental Instruction (SI). The library and tutoring services are the longest established of the three, while SI is a comparatively new service.

The library has a large physical facility on the Santa Monica College main campus, and a smaller presence at the Bundy site, with a total of 19 staff (some of them assigned ~~not to the library but~~ more generally to Learning Resources) working in the main campus library. Nearly all programs at Santa Monica College require students to come to the main campus when on-ground instruction is involved. As a result, the library does not occupy any of the limited space at the remaining centers, save for a collection of nursing resources housed at the Bundy site. The library does, however, have a complement of electronic resources and services that are available to all students, regardless of campus or site, online   or on-ground. Librarians are involved in many parts of campus life, ranging from committee work to collaborating on non-traditional initiatives to benefit students. The library is a key campus location for students to study, gather, work together, socialize, or find calm on campus; cognizant of this role that its physical facility plays, the library is re-envisioning spaces to the further benefit of students.

Tutoring services at the College report to Learning Resources but are distributed both on the main campus and at the other sites. There is currently an effort underway to open a tutoring satellite in the library so that students can go from getting help with research to getting help with writing all in one location. Tutoring assistance for math serves the single largest defined population of users, but tutoring is offered in a range of areas including writing, reading, ESL, science, business, and others. Unduplicated student use of the tutoring and learning centers has diminished in recent years according to evidence provided, dropping from 3303 in fall 2013, to 2078 the next year and 1230 in fall 2015.

Supplementary Instruction was initially provided with the support of a grant and has since become a sustained service at the College. There is fluctuation from year to year in terms of the number of courses supported. SI follows what was described as the Kansas model, which uses peer-assisted instruction.

Findings and Evidence
The team examined the evidence accompanying the self evaluation report as well as additional evidence as requested. The team also interviewed members of the administrative team drawn from the units included in Learning Resources.

The College's library and learning support services are extensive. Library services are accessible both on-ground and online via online chat, email, web form, telephone, or embedded chat support. The library is sufficiently staffed to be open to students six days a week for a total of 69 hours. Tutoring services are also offered in-person and online through a pilot with a product called Smarthinking, established in fall 2015. In summer 2016, results from phase 2 of the Smarthinking implementation will be reviewed and assessed with a goal of expanding to 100 sections of online courses offered through Canvas. Learning Resources has outlined an action plan related to expansion of the Smarthinking pilot, and the team encourages the College to complete that plan. SI, meanwhile, is a newer service that, while experiencing fluctuation in the number of offerings, continues to grow. (II.B.1)

The Library maintains connections with instructional faculty through librarian involvement in the Academic Senate Joint Information Services Committee. For student needs, the Library regularly solicits information from students via surveys, chat, email, and the ongoing analysis of circulation data. The Library is also connected to the curriculum review process at the College. In the six-year cycle for curriculum, the library processes new information continuously to maintain up-to-date text and publications. A librarian sits as a non-voting member of the Curriculum Committee, and communication through that librarian has been regular and has been observed by team members to be robust. When it came to the development of the baccalaureate degree, not only was there a substantive review process of needed library support through curriculum approval, the library director sat on the degree program task force. As a result, the library was able to purchase the materials needed to support the baccalaureate program in a timely manner. (II.B.2)

Santa Monica College uses a six-year program review cycle, including annual updates, for units to self-examine and determine direction. As a means of evaluating the library's success in meeting student needs, the library works with Institutional Research to administer student satisfaction surveys. One example of how information gleaned from the surveys informs improvement is in the formation of a Textbook Adoption Survey Taskforce with results having come forward in spring 2016. The library has more recently begun collecting data from students who do not use the library as part of its survey efforts in order to determine how better to reach and serve the student population. In addition to the surveys, the library has established student learning outcomes for both its courses as well as for its bibliographic instruction sessions. There is clear evidence that the library has been tracking how well learning outcomes have been met across a period of time and multiple sections. Finally, the library collects a suite of quantitative data, such as collection size, use of the physical facility, and reference questions answered, for use in improving services. (II.B.3)

Of the other parts of Learning Resources, SI has already implemented faculty surveys as well as begun collecting feedback from students to inform improvement. There is less evaluation information available for tutoring services, and Learning Resources has identified that as an issue needing to be addressed further. One potential obstacle to gathering meaningful evaluation data is that tutoring is decentralized at Santa Monica College, and the student experience varies greatly from one location to another. The implementation of WCOnline software, as outlined in an action plan in the self evaluation, will allow Learning Resources at least to track tutor and student activity in all learning resources centers and labs. The team encourages the College to

complete the action plan. Over the past several years, there have been episodes of evaluation of tutoring services through student surveying, but there is no evident process in place to enable regular evaluation on a scheduled basis or to demonstrate quantitatively how tutoring services have an impact on student achievement. (II.B.3)

Santa Monica College has formal relationships with vendors, such as in offering the QuestionPoint online reference service and Smarthinking for online tutoring, and with other institutions or organizations, such as an agreement with the UCLA library to allow SMC students to use UCLA library services. The library gathers data regarding the QuestionPoint service and uses that to assess the success and value of providing online reference. The Smarthinking service, meanwhile, is still in a pilot phase. No further evidence was provided, but through the interviews it was apparent that the data currently available has been used to assess the value of the external relationships. (II.B.4)

Conclusion
The evidence shows that through much of Learning Resources, there is systematic evaluation and analysis of the results driving improvement of service, and that evaluation makes use of qualitative and quantitative measures. In the case of tutoring services, however, evaluation has been irregular, unmoored from any cycle or established set of processes, and apparently reliant on student satisfaction more than on student learning.

The College meets Standard II.B.

Baccalaureate Degree
Findings and Evidence
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 baccalaureate program.

The director of library services is working with program faculty regarding purchases for current and future courses in the program. Current resources like Safari online, digital tutor, and O'Neil materials are available to students.

Building plans for the new Center for Media and Design and discussions with the VPAA and staff confirm that student support will be provided in the new facility by an open computer lab of 80 computers and student support personnel. (II.B.1)

Conclusion
The College meets Standard II.B.1.

C. Student Support Services

General Observations
Santa Monica College offers a comprehensive array of student support services that are delivered through various programs and departments on the main campus, at off-campus sites, and online. Services provided include outreach, orientation, counseling/advising, educational planning, assessment, financial aid, and programs designed for particular student populations such as disabled students (DSPS), EOPS, veterans, foster youth. Some of the activities provided by the College include the Associated Students, the, the President's Ambassadors, the Student Peer Educator Program, the Study Abroad Program, and the Internship Program.

The College presents evidence that its instructional and student support services are planned and implemented in concert with the College's mission. The Report reflects the College's compliance with both federal and Commission Policies relative to:
- Title IV
- Distance Education
- Institutional Disclosure
- Transfer Policies
- Credits and Program Length
- Standards of Student Performance

The self evaluation presents detailed explanation on the security and confidentiality of student records and their disposal or archival practices. In addition, through interviews with the vice president of student affairs and dean of students, the process for handling student complaints has been verified.

Dashboard provides a longitudinal array of data that depicts performances of key planning indicators, including institutional effectiveness, student achievement, student support services, and institutional learning outcomes. Standard IIC provides evidence of regular and systematic evaluation of all its programs and services. While it provides evidence of evaluation and assessments of its programs, there are some areas where detailed analyses relative to how assessment results are used to make program improvement were not clearly defined. This was particular in the assessment of program and course level SLOs and unit outcomes.

Distance Education to meet Student Support Services are developed to meet students' needs and the College mission. The Report provides evidence that student support services are available for both online and face-to-face students. MyEdPlan, Online Early Alert, Cyber Counseling and the Counseling Department Website and the Transfer Center and Articulation Website are a few online processes that facilitate student educational planning and learning. The use of these online services is initiated by the students. There is an expectation rather than a mandate that students will meet with a counselor at least once a year to review academic progress.

Findings and Evidence
The College has presented evidence and data to reflect that it regularly evaluates the quality of student support through its program review process. This process is further buttressed by a collection of data from Student Learning Outcomes, research projects, as well as identified SLOs

for each of its student support services. Evaluations of student experiences in counseling services and studies conducted by the Office of Institutional Research also provide evidence that the institution evaluates the quality of its student support services.

Counseling services are available on-ground at the Santa Monica College Main Campus, Bundy Campus and Performing Arts Center. Once complete, counseling services will also be available on-ground at the Center for Media & Design. Interviews with counseling faculty and staff from areas such as Admissions & Records, Financial Aid, DSPS, and EOPS provided validation of services being provided systematically and thoroughly to both online students and students who choose to utilize services not on-ground. Services show evidence of continuous improvement and an attempt to meet changing student needs and demographics. (II.C.1)

Through SLOs and Student Support Unit Outcomes, the institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs. SLOs and unit outcomes are assessed annually through program review. These SLOs and unit outcomes connect to the Institutional Learning Outcomes. While it has used results to make some changes; however, stretch goals for improvement have not been identified in the next iteration of the SLO analysis. The data collected by programs are included in the Institutional Effectiveness Dashboard, but further analyses of these data in the dashboard are limited. There is evidence that the College has not identified SLOs for all of its courses.

The College provides evidence of analyzing student achievement data; however, there is an absence of a deeper analysis including the disaggregated data on student achievement. For example, there is a lack of evidence regarding the difference between the achievement outcomes of online support services as compared to in-person services. (II.C.2)

Equitable access to all students is assured through comprehensive and reliable services regardless of service location or delivery method. The College presents evidence that student support services are present at four of its locations (counseling at the Santa Monica College Main Campus, Bundy Campus, Performing Arts Center, and the Center for Media and Design). Student support services are available to distance learning students online. The College has a robust Cyber and Online Counseling Program which had 7,394 contacts during the 2015-2016 year. The Institutional Research Office also conducts research to document the level of student engagement with emphases on disaggregated cohorts, including Black and Hispanic, part-time and first time students. While the evidence supports the fact that all students, regardless of their location, receive comprehensive services, analysis of the data could delve deeper. For example, the College is encouraged to use the spring 2017 Community College Survey of Student Engagement (CCSSE) results in further planning to serve students. (II.C.3)

Santa Monica College has a robust co-curricular program. The various opportunities for students to become engaged at the College are broad in nature and are available for all students to participate.   The list of Inter-Club Council (ICC) Clubs is quiet extensive and broad in scope. In speaking with student leaders, the co-curricular activities are a huge draw for students to attend and give them a real sense of connection to the College and to each other.

During the 2015-2016 year, the SMC Athletic Department had three violations of athletic codes. From the evidence, extensive investigations were held and the president/superintendent made the determination to self-report these violations to the Athletic Commissioner. Sanctions were imposed which the school is now abiding by. A system has been implemented to update the Athletic Coaches' Handbook, develop an Eligibility Process Document, develop a Recruiting Plan, require CCCAA training for all athletics program personnel (done at the beginning of each semester), require that all coaches submit a monthly recruitment activity log, and establish monthly Coaches' Corner meetings (which began in fall 2016).

The financial process for co-curricular activities which goes through the Student Life Office is well thought out and well executed. A student must first put forward an event proposal in which the student identifies how the event is related to the Associated Students mission, vision, and goals. The students must also have the signatures and support of several people within their club or organization. Students must be present at the activity meeting to answer any questions about the proposal. If approved they must also attend the Finance Meeting and Board Meeting to do the same. For the athletic department, funds are provided from three areas: district funds for salaries, auxiliary funds from which come from rental fees and vending machine profits for items such as uniforms, and the foundation budget which is mostly supplied by fundraising and used to provide, among other things, food while athletes are traveling. (II.C.4)

The College demonstrated, through interviews and evidence, that it provides counseling and academic advising programs to support student development and success. The College has adequate staffing in its counseling programs to support both online and face-to-face students. Its cyber counseling program is available to both online and face-to-face students. The counseling department has in place a staff of online counselors to ensure that online students are receiving the same level of advising services as face to face students. Another commendable feature of the counseling/advising program is the low ratio of students to counselors, 361:1. The College has also implemented an online educational plan, MyEdPlan, which allows students to develop educational plans online for further vetting with a counselor in advising sessions. Interviews with Student Services staff and review of documents also revealed that 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. A student group interview substantiated the timeliness of information from counselors, indicating that they sometimes receive information submitted to cyber counselors in less than the 24-hour timeframe suggested on the counseling website. The College provides an environment that ensures the security of student records and access to these records.

The College also provided evidence of frequent and extensive training of faculty and other personnel responsible for the advising function. A policies and procedures manual is in place, and an internship program for aspiring counselors is also part of the training program for advising personnel.

The College presented evidence of a well-structured orientation program, targeted to students in special programs and the general student population. Mandatory online orientation for new students is supplemented by face-to-face or online counseling appointments. Other information

that orient students to the College is also found on the College website, and through the offerings in a College 20, Student Success Seminar, course. Program Reviews and SLOs in the Counseling Department validate the effectiveness of the advising program and were the impetus for the development of the cyber counseling program and other programs that provide advising services to students.

The College demonstrates strength in the provision of counseling and advising services, especially with its innovative application of online modalities. It provides evidence of services to targeted populations, but no data to compare the achievement level between students in targeted populations using these services and those that do not. It also demonstrates that, as a basis for training, counseling faculty are assessed through evaluation documents developed with the Faculty Association and are more applicable to counseling faculty. Advising programs are also extensive and include online counseling, student educational plans, websites, transfer focused activities, a college preparation class and online early alert programs. All these activities are properly documented in the evidentiary section of the report. (II.C.5)

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs, and defines and advises students on clear pathways to complete degrees, certificate and transfer goals. The College's counseling and advising program adheres to an admission policy that directs students to clear pathways. The College documents its use of the book, *Redesigning America's Community Colleges,* where the authors have addressed the need for a pathway model to ensure student completion. The College has a defined matriculation process that includes assessment tests as well as multiple measures to support placement in courses. It also conducts outreach to high schools to develop concurrent and dual enrollment partnerships. However, no evidence of assessment was provided for these high school partnerships. The College is encouraged to further evaluate the effectiveness of its various outreach and recruitment services as related to eventual matriculation of students to the College. (II.C.6)

The College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing bias. The College presents evidence to demonstrate that it follows procedures highlighted in the regulations of the California Community Colleges Chancellor's Office that require colleges in its system to use only assessment materials that are approved by the system. Its Institutional Research Office works with faculty in math, English, and ESL to establish and validate cut scores for placement purposes. It provides evidence to note that these instruments are validated over a six-year cycle. The College utilizes other methods such as multiple measures, and presents evidence of the assessment and validation of these measures. (II.C.7)

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files. The College describes processes for securing confidential student records, and disseminates information on privacy, FERPA, in various venues including the catalog and admission website and class schedule. The evidence provided documents used in providing FERPA training, including a FERPA quiz and FERPA FAQ. The evidence cited are basically venues that one can find information on the confidentiality of student records. It describes how students are given passwords to access portals and processes for

ensuring security. In general, the College evaluates and ensures that services in all locations and by all means of delivery meet student needs through its comprehensive program review process. It uses the program review and student learning outcomes to assess and improve student support services, but this does not seem to be as effective as it should be because the assessment results are not taken to a deeper level of analysis. In many instances, it seems that a process is being implemented as opposed to a rigorous analysis of the process with the use of the data for targeted improvement and institutional effectiveness. (II.C.8)

Conclusion
Based upon a review of evidence provided and numerous interviews with student services personnel, the College demonstrates that Student Support Services at Santa Monica College are functioning effectively and efficiently to meet the needs of a diverse student population. The programs and services are meeting the needs of distance education students and those taking in-person courses. Special attention is being paid to use a variety of technological solutions to meet student needs. Students are highly engaged and appreciate the friendly, helpful, and timely service provided the student services personnel. Student Services is keenly aware and responsive in addressing equity issues experienced by students.

The College does not meet Standard II.C.2.

Baccalaureate Degree
Findings and Evidence
The baccalaureate degree program in Interaction Design has an application and competitive admissions processes. 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 in the Bachelor of Science degree program have met with an academic counselor who advised them on required courses, as well as on any additional coursework needed to fill deficiencies in lower division preparation. A dedicated advisor has been assigned to the department and will continue to meet with students each semester. Team discussion with students confirmed these meetings. While the selective admissions process virtually ensures that students have no deficiencies in their major preparation, some may lack some General Education components. (II.C.6)

Conclusion
The College meets Standard II.C.6.

Recommendations

See Recommendation #2, Standard I.A.

See Recommendation #7, Standard I.A.

Standard III: Resources

A. Human Resources

General Observations
Santa Monica College is one of five districts in the California Community College system with a two-pronged human resource structure consisting of a District Human Resources Office and a Personnel Commission. The District Human Resources Office is charged with the recruitment and hiring of academic faculty and administrators, benefits, equal employment opportunity, evaluation processes for management and classified personnel, and professional development for all employees. The Office also has responsibility for labor relations/negotiations and contract administration. The Personnel Commission is responsible for implementing the District's Merit System involving classification, recruitment, selection, and promotion of classified employees. The two offices together are responsible for providing services, ensuring compliance with all laws related to employment practices, and ensuring adherence to collective bargaining agreements.

The College has personnel hiring processes in place for selecting qualified individuals for employment and ensuring equal employment opportunity. Job announcements are publicized and recruitment and hiring procedures are in place. The College has a new baccalaureate program and faculty teaching in the upper division courses must meet minimum qualifications as outlined.

The College has processes for evaluating all personnel including faculty and administrators responsible for the assessment of student learning outcomes (SLOs). The College uses metrics to determine proper staffing levels in some support areas as well as the program review process to identify needs in staffing. However, the College currently has a number of classified vacancies due to a hiring freeze. There is a New Faculty Ranking process that is used to determine the need for full-time faculty in the various disciplines.

The College integrates adjunct faculty into the culture of the organization. Adjunct faculty are afforded opportunities to participate in on-campus professional development activities that are relevant to their teaching responsibilities.

The College publishes its personnel policies and procedures on their website. The College has an approved Equal Employment Opportunity Plan (EEO) and an EEO Advisory committee. The College has written code of professional ethics for all of its personnel. The College hired Compliance Administrator/Title IX Coordinator in September 2015 to bring all the relevant stakeholders together to handle complaints, investigations, and referrals.

The College offers professional development opportunities for all employee groups and regularly evaluates the effectiveness of programs offered. Training needs are identified through a needs assessment and surveys.

Findings and Evidence

The College hiring criteria are well developed and supported by evidence. The College receives input from subject matter experts to develop hiring criteria and follows its procedures for hiring. Positions are widely advertised on various external sources including job fairs, the college's website, and other outreach efforts to attract diverse applicants. Qualifications of applicants and newly hired personnel are verified by the Human Resources staff and the Personnel Commission staff. The College uses the same hiring practices for faculty teaching in the baccalaureate degree program as all other faculty positions, but follows the minimum qualifications outlined in the ACCJC policy and the college's Faculty Qualifications for Upper Division Courses. Instructors teaching in the baccalaureate degree program have obtained the required minimum qualifications to teach upper division classes.

The College has a defined equivalency process that is outlined in procedures for those applicants not meeting the minimum qualifications. Subject matter experts work the Human Resources personnel to assure that qualifications for each position are closely matched to the needs of the department and the college. An individual trained in equal employment opportunities is part of each hiring committee. (III.A.1)

The College ensures that job descriptions and job announcements for faculty positions clearly state the minimum qualifications as well as any preferred qualifications. The hiring committees tailor their examinations to ascertain the candidate's knowledge, skills, and abilities accordingly. Teaching demonstrations employing the required skills may be required of candidates being hired to teach on-line. The College, when hiring for faculty to teach upper division courses in the new baccalaureate program follows the state required guidelines. (III.A.2)

The administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness. The College sets the qualifications for administrators in accordance with the California Education Code and the *Minimum Qualifications for Educational Administrators*. When hiring educational administrators, the College sets preferred qualifications such as three to five years of formal training, internship, or leadership experience that are reasonably related to the position. (III.A.3)

The Human Resources office and the Personnel Commission staff verify that prospective employees have earned the required degrees(s) by reviewing the required college transcripts. The staff also verifies that the issuing colleges or universities are properly accredited. For faculty who are required to teach courses on-line, proof of continuous professional development in distance education is required. For foreign degrees earned outside of the United States, the Human Resources Office and the Personnel Commission require that transcripts be evaluated by a foreign transcript credential evaluation service. (III.A.4)

The College's hiring process includes steps that ensure that faculty hired to teach at the college are qualified for the position, using the established Board of Governors Minimum Qualifications, and input from the instructional department and programs. There is a thorough equivalency process for those personnel who do not exactly meet the required minimum qualifications. There is a collaborative process with the Human Resources department and the hiring department to

develop and include any job-related skill requirements or other preferred qualifications. Candidates can be required to include a teaching demonstration as part of the interview process. The committee develops a set of questions and scenarios aimed at allowing candidates to demonstrate their expertise in the discipline. References are checked for finalists. A review of the college's catalog indicates that faculty members and administrators have graduate degrees and a majority have terminal degrees from reputable institutions. (III.A.2, III.A.3, III.A.4)

Written policies and procedures have been established for all employee groups' performance evaluations. Additionally, performance review criteria, timelines, and processes are negotiated with each of the bargaining units.

The criteria for classified staff include a method for measuring employee performance based on the employee's position description. During formal evaluations, the supervisor and employee set and discuss goals and objectives for the coming year. Benchmarks are set in order to measure performance.

Administrators' and Managers' evaluations require each manager to complete an annual self-evaluation of his or her performance relative to job responsibilities and agreed upon objectives as set by the supervising managers.

Faculty evaluations are conducted systematically and at stated intervals. The recent improvement of the creation of separate evaluation forms that includes professional obligation assessments for instructional, counselors, librarians, and DSPS faculty allows for a more meaningful evaluation process.

The Human Resources department has systems in place to track the completion of performance evaluations for all employee groups. The tracking tool reveals that there is higher than a 90% completion rate. (III.A.5)

The College has processes in place for evaluating all personnel including faculty and administrators responsible for the assessment of student learning outcomes (SLOs). (III.A.6)

The College has incorporated in the faculty self-evaluation, the assessment of Student Learning Outcomes (SLOs). The reviewers, including the department chair or faculty leaders responsible for peer evaluation, complete a professionalism form. The form includes criteria focused on the faculty member's creation and assessment of SLOs. In order to improve student learning, department chairs or faculty leaders fill out a professionalism form that specifically grades the following criterion: Participates at the appropriate level in creation, assessment, and/or discussion of SLOS. The analysis of SLOs is done as part of the self evaluation. The same process applies to evaluation of administrators directly responsible for student learning. Classified employees are not generally responsible for SLOs; however, instructional assistants who work directly with students to improve their skills are to an extent. Their supervisors may use the comments and objectives section of the classified evaluation form to reflect on the achievement of SLOs.

The evaluation panel considers the self-evaluation and the professionalism form as part of the evaluation process for full-time faculty.

Academic Administrators who are ultimately responsible for the use of SLOs to improve teaching and learning, have as part of their own self-evaluation the requirement that they document their program's assessment efforts.

The evaluation process for other staff responsible for student learning allows for, but does not require, that SLOs be included in their evaluations. The College is working with the classified union to include SLOs, for the positions that work directly with students, as this issue is negotiable. (III.A.6)

The College has sufficient number of qualified faculty to fulfill the essential responsibilities of delivering a quality educational program to achieve institutional mission and purposes. Determination of appropriate staffing is made through the program review process. The College exceeds the California Community Colleges Full-time Faculty Obligation (FON).

The College has a well-developed and inclusive New Faculty Ranking Process in place to determine the hiring of full-time faculty. The process includes analysis of program review data, enrollment data, and trends. The Master Plan for Education has an objective of hiring full-time faculty and the Board of Trustees has hiring full-time faculty as a goal. For 2016-17 academic year, the College initially sought to hire 23 and ultimately was authorized by the superintendent/president to hire 31 in order to capitalize on the robust and well-qualified applicant pool. The consideration to hire additional faculty included input from the Business Services Division regarding on-going funding to support the additional hires.

The College has four full-time faculty and three adjunct faculty members qualified teach in the new baccalaureate degree program. As the program grows there are plans to hire additional faculty. (III.A.7)

The College demonstrates that opportunities are provided for the integration of adjunct faculty. Adjunct faculty have face-to-face orientations with the Human Resource Office and some departments conduct discipline-specific informational sessions. Full-time faculty, department chairs, and deans provide oversight and evaluation of adjunct faculty.

Adjunct faculty are required to attend at least one department meeting per semester, and there are multiple opportunities for on-going professional development including their eligibility for fellowship awards in the amount of $1,500. (III.A.8)

The College has processes in place to integrate adjunct faculty into the culture of the organization. Adjunct faculty are afforded opportunities to participate in on-campus professional development activities that are relevant to their teaching responsibilities. Approximately 40% of adjunct faculty are successful in obtaining full-time tenure track positions. (III.A.8)

The College has a documented process in place for determining the appropriate number of support staff. The College uses outside sources to create benchmarks and recommendations for

staffing such as the Community Colleges' Chancellor's Office Technology Plan. The College has identified two areas that are understaffed due to the difficulty in securing and retaining qualified staff, and developed an action plan. The two areas are technological support and physical operations support. (III.A.9)

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership.

Position descriptions and job announcements outline the qualifications, knowledge, skills, and abilities needed to be an administrator at the College. The college's Human Resources Office is responsible for hiring educational administrators, while the Personnel Commission staff is responsible for hiring classified administrators.

To ensure that the College maintains sufficient number of administrators to provide effective leadership and services to support the mission, program review in conjunction with the College's Personnel and Budget Augmentation Request (PBAR) process are used to assess need.

The College's academic and classified administrators have been stable over time. The number of administrators declined during tumultuous state budget crisis but is currently back to the fall 2010 level. (III.A.10)

The College uses metrics to determine proper staffing in some support areas as well as the program review process to identify needs in staffing. The College has a number of classified vacancies due to a hiring freeze. There is a New Faculty Ranking process that is used to determine the need for full-time faculty in the various disciplines. (III.A.7, III.A.9, III.A.10)

The College publishes it personnel policies and procedures on their website. There are several policies that address fair and equitable treatment of staff. The College hired a Compliance Administrator/Title IX Coordinator in September 2015 for awareness, prevention, and reporting of certain misconduct. The hiring of this position sends a message that the District takes violations of it policies and procedures seriously and values a campus climate that is collaborative and respectful. This new position serves as a coordinator, bringing all the relevant stakeholders together to handle complaints, investigations, and referrals. This integrated approach is proactive and has provided extensive awareness training to faculty, staff, and students. (III.A.11)

The College has an approved Equal Employment Opportunity Plan (EEO) and an EEO Advisory committee. The Human Resources Office offers training on Unlawful Discrimination and Harassment Prevention. Several other policies support that the District is committed to promoting understanding of equity and diversity.

The College has up-to-date evidence that analysis of data is used to track and analyze its employment equity record. The information is provided for review to the EEO Advisory committee and to the Board of Trustees. (III.A.12)

The College has written code of professional ethics for all of its personnel. Topics of academic integrity, ethical behavior, and the democratic process are highlights in the faculty handbook. The College's management team, including all academic and classified managerial personnel, developed and approved a Code of Professional Ethics.

The College has identified an action plan to increase campus awareness of the College's Code of Ethics and ensure compliance with its tenets. The College should complete the action plan as outlined in the self evaluation. (III.A.13)

The College has a robust professional development program for all employee groups. A needs assessment precedes the planning of workshops, trainings, and other events aimed at teaching and learning. The College has identified an action plan to ensure that faculty who teach online in the new platform are afforded training opportunities to build the skills needed to effectively use the new platform. The College also identified an action plan to increase the number of faculty sabbaticals awarded. The team urges the College to pursue and complete the identified action plans.

The College offers a variety of delivery modes for training that include both in-person and online venues. Professional development is tailored to address specific needs and changes in laws and regulations. The College is thorough in identifying the need for training. (III.A.14)

The College also offers extensive training and professional development to support faculty learning in distance education. Additionally, faculty who teach on-line have continuous professional development opportunities to ensure that they are effective in the delivery method.

The Human Resources staff receive training to ensure that they are knowledgeable about the policies and procedures in regards to storing and handling of personnel records. The College complies with the California Education Code and respective collective bargaining agreements in relations to access to personnel files. Personnel files are secured in a file room that is locked during non-business hours. (III.A.15)

Conclusion
The College meets Standard III.A.

Baccalaureate Degree
Findings and Evidence
Faculty who currently teach in the Bachelor of Science degree program in Interaction Design or will be hired via the policies and practices of the College are in compliance with the minimum qualifications as outlined in the ACCJC policy enacted in June 2016. The job descriptions 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. A review of the credentials of the full-time faculty hired to teach in the program shows they all have the appropriate Master's degree and multiple years of professional work experience. (III.A.1)

Faculty who teach in the Bachelor of Science degree program in Interaction Design have been and will be hired via the policies and practices of the College are in compliance with the minimum qualifications as outlined in the ACCJC policy enacted in June 2016. The job descriptions 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. A review of the credentials of the full-time faculty hired to teach in the program all have the appropriate Master's degree and multiple years of professional work experience. In a meeting with administrators and program faculty they assured that future hires, full-time and adjunct, would have appropriate Master's degrees and professional experience. (III.A.2)

The self evaluation report cites that there are four full-time and three part-time faculty qualified to teach in the program. During the on-site visit, the team was able to view the credentials of three current faculty and all of them had appropriate Master's degrees and professional work experience. 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. 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. Program administrators and faculty stated in a meeting with them that all faculty will have professional experience and appropriate Master's degrees. (III.A.7)

Conclusion
The College meets Standards III.A.1, III.A.2, and III.A.7.

B. Physical Resources

General Observations
Santa Monica College opened its doors in 1929. Over the life of the College, the community has approved eight bond measures to improve and add facilities. The main campus is a mix of old and new buildings, with a new student services building currently under construction. The main campus comprises 38 buildings and a total of 652,000 assignable square feet. In addition, the College offers instruction at five nearby satellite sites. Several administrative offices are located off site, as well.

The College has a Facilities Team which has responsibility for the implementation of the Facilities Master Plan which addresses adequacy of learning space, sustainability, safety, and access.

Evidence and Findings
The visiting team met with a large number of administrators and staff regarding college facilities and reviewed documents related to the Standard.

The Board has adopted planning and development principles which are reflected in the College's Facilities Master Plan. The Facilities Master Plan provides for long range planning but is also designed to be responsive and flexible as conditions warrant the need for change. The report

describes the participatory governance processes that ensures that the Plan is implemented by the Facilities team in collaboration with constituent groups, as well as the connection of facilities planning with the District Planning and Advisory Committee--specifically two subcommittees.

Working with external groups, the College has been able to secure private funding and has passed bond measures in order to expand its physical space. Finally, the self evaluation report describes the development and implementation of a Total Cost of Ownership plan.

Like other colleges, SMC has many older buildings in need of repair. Others are in need of incorporating new technologies and systems. Many buildings do not have air conditioning. The College has developed a mitigation plan, clearly outlined in the report, which describes the temporary measures to address these issues. The report also outlines a clear plan for ensuring that the facilities team has the skills necessary to maintain new buildings and systems.

A review of the evidence supported the fact that the College has implemented a number of measures to ensure an accessible, safe, and secure environment for the entire college community. In order to ensure access, the College has provided evidence that it complies with federal regulations regarding ADA/504. The Emergency Preparedness Committee completed a review of the college's evacuation procedures, and as a result, added evacuation chairs in all multi-story buildings to serve persons with disabilities. The College is implementing a number of sustainable/green practices (i.e., water refilling stations, organic learning garden) and has also taken steps to address parking and transportation challenges faced by students. A myriad of approaches has been implemented, including providing additional parking, shuttle services among the sites, and partnerships with the City of Santa Monica to provide free bus service for students, faculty, and staff. The College has also made efforts to serve their students with food insecurities. In collaboration with the Associated Students, they have implemented a Free Lunch Voucher program for low income students that includes healthy food options. (III.B.1)

Safety for the college community is paramount at the College. As a result of a 2013 active shooter incident, the Emergency Preparedness Committee established an emergency preparedness task force which made recommendations to the Committee which are included in a summary report. A number of additional security measures have been implemented. These include, among other measures, upgrades to the camera system, a more robust notification system, the installation of additional lighting and emergency phones, remote door locking capabilities, the establishment of three emergency response teams trained in disaster response, and more regular and consistent training, including building monitor training. The latest addition is a live scan security program that enhances safety by allowing observance of individuals walking to their cars. In addition, the College has used the results of an online survey to assess the level of awareness and knowledge of emergency preparedness and to receive feedback and suggestions for improvement. Survey results are positive and promising, with response rates in the high 70-80 percentages. This comprehensive approach is commendable. (III.B.1)

The evidence provided confirmed that the college's Facilities Master Plan was last updated in 2010, and is slated to be updated in 2016. The current plan provides a framework for future developments that are aligned with the educational goals of the College. Current facilities goals

are outlined in the plan and include, among other things, the expansion of the AET (Center for Media and Design) and program expansion for the Performing Arts Center site. (III.B.2)

Responsibility for the implementation of the Facilities Master Plan resides with the College's Facilities team who works with several groups on campus, but especially the Facilities Planning and Facilities Management teams. These groups work closely with the District Planning and Advisory Council (DPAC) and two subcommittees. This structure ensures the integration of facilities planning to achieve the College's mission. (III.B.2)

Comprehensive planning and ongoing program review ensure that facilities meet the needs of the college community. Conversations with facilities management and planning personnel confirmed that planning for facilities has resulted in a Facilities Master Plan which is connected to the Master Plan for Education and aligned with the College mission. A College Facilities Team has responsibility for the implementation of the Facilities Master Plan. This includes mechanisms that allow the College to respond rapidly to evolving student and faculty program and facility needs. In addition, to further align facilities management and planning with the Facilities Master Plan and improve the College's ability to plan and account for facility staffing and ongoing maintenance expense, a comprehensive Total Cost of Ownership Maintenance and Operations Plan was recently developed. (III.B.2)

The program review process, annual and six-year comprehensive, provides the mechanism for the College to evaluate the effectiveness of physical resources in supporting college programs and services, and to accomplish the goals outlined in the Facility Master Plan. Decisions have been reached about the location for the new Bachelor degree program; it will be housed in the newly renovated Center for Media Design. Based on the evidence, the Bachelor's Program will not require additional physical or equipment needs that is not already in place for the courses taught at the lower division level. It should also be noted that the College has been fortunate to have secured both private and public funding to enable the College to purchase property in the vicinity, which will allow the College to meet the needs for additional space. It will be important that the new Total Cost of Ownership plan help determine the college's level of effectiveness and help determine improvements that may be needed. (III.B.3)

Interviews with the facilities management and planning personnel provide evidence that the recently completed Total Cost of Ownership Maintenance and Operations Plan provides a specific mechanism to anticipate facility staff and maintenance needs. This plan evolved out of the need to account for more than just technology needs and replacement expenses. It works in parallel with the facility depreciation and replacement schedule. It includes the ability to re-prioritize and reallocate maintenance resources based upon nationally-established facility maintenance levels of need. A unique funding vehicle to cover additional facilities expense exists in the form of a capital improvement surcharge on nonresident students. The College has a large and significant nonresident student population and surcharge revenue goes into a non-restricted fund to cover increased facility expense. This enhances the College's ability respond to unanticipated facility expense and to assist in the development of long-range facility planning and implementation goals. (III.B.4)

Conclusion
The College has demonstrated that it provides the physical resources to accomplish the college mission and meet the instructional and student support service functions at the College. The College has been especially attuned to ensuring the safety and security on campus, has implemented sustainable practices, and has found creative solutions to address specific transportation challenges faced by students, faculty and staff.

The College meets Standard III.B.

Baccalaureate Degree
Findings and Evidence
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. Some classrooms will be used for both the upper and lower division classes as both will be utilizing the same equipment. A review of the building plans for the new facility has demonstrated to the visiting team that the new facility has taken the needs of the new baccalaureate into consideration. It appears to the team that the upper division students will be well served in the new facility. The College has taken care to plan and construct a facility which will meet the needs of the new baccalaureate program. (III.B.3)

Conclusion
The College meets Standard III.B.3.

C. Technology Resources

General Observations
Through the IT Department, the College assures that sufficient technology resources at all locations where it offers courses, programs, and services are implemented and maintained to provide reliable access, safety, and security. More than 2,000 computers are maintained and made accessible to students throughout the institution's multiple locations. In addition, more than 600 computers are maintained and made available to staff; every full-time faculty member is supplied with a computer for use. Monitoring tools are in place to alert IT Department staff to potential service interruptions. In addition, security software and similar tools are used by the College to protect the personal information of students and staff.

The Technology Planning subcommittee, established by District Planning and Advising Council (DPAC), is responsible for developing and updating the Master Plan for Technology and integrates instructional technology recommendations from four Academic Senate committees: Information Services, Distance Education, Career Technical Education, and Program Review. The Information Services Committee initiates policy and procedural processes to support effective use of instructional technology. The Distance Education Committee makes recommendations to the Academic Senate regarding policies and plans for technology as it

relates to providing online education. That particular partnership ensures that technology is used appropriately for teaching and learning. The IT Department contributes to the process by identifying infrastructure technology needs. Technology objectives are defined in the Master Plan for Technology, and resource allocation recommendations are driven by them. These processes ensure that technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's stakeholders.

Program review at Santa Monica College operates on a six-year cycle with annual review and revision. This process allows the College to evaluate its technology needs; the institution also administers student surveys to glean further information in assessing those needs. When otherwise needed, the institution develops internal systems to ensure that technology needs are met. The program review process, together with committee dialogue, the Master Plans for Technology and for Education, and the Technology Refresh/Replacement Plan inform planning (including technology maintenance) and allocation of resources for technology and technology needs.

The institution provides technology training and support in a myriad of ways. Funding is available for full-time and part-time faculty to attend off-site workshops, conferences, and trainings. The institution offers technology training opportunities on campus.

Findings and Evidence
The team examined the evidence accompanying the self evaluation report as well as additional evidence as requested. The team also interviewed representatives from the administration of IT services at the college.

The outlined technology objectives and the technology planning process chart both illustrate how the institution determines technology needs. Student Technology Survey results provide further evidence of how the College determines and assesses whether it meets technology needs. The Master Plan for Technology and the Technology Refresh/Replacement Plan are additional evidence of the college's robust means of evaluating its success at allocating resources to technology and in achieving its goals for meeting needs on campus. The College has identified an action plan related III.C.1. The team encourages the College to achieve the outcomes outlined in the plan. (III.C.1, III.C.2).

Access to computers across the institution and its sites is robust, including computer labs for faculty, staff, and students. A backup system ensures that computer networks remain functional in the event of hardware component failures. The institution also ensures safety and security across all sites by employing software and security monitoring tools. (III.C.3)

There are strong examples of technology training opportunities for faculty and staff. Included among them are faculty-led technology training workshops, the Tech Mentors Program, and the Tech Friday program. The High Tech Training Center is another good example of technological training, in this case offering one-on-one training and consultation for students with disabilities. The email communications provided to the team show that the Distance Education department notifies faculty of training opportunities; webinar style training is made available to all faculty. The complement to this is the Student Orientation Tutorial that prepares students to

take DE courses. The College has identified an action plan related to the move of Distance Education to Canvas. The team encourages the College to achieve the outcomes outlined in the plan. (III.C.4)

The evidence shared with the team articulates a clear set of policies and guidelines guiding appropriate use of campus technology. (III.C.5)

Conclusion
The College has an established process for determining and evaluating its technology needs. Technology training and support is provided in a myriad of ways in an attempt to reach all faculty, staff, and students, regardless of location and time constraints.

The College meets Standard III.C.

Baccalaureate Degree
Findings and Evidence
The College has an array of technology, facilities, and support personnel available to all academic programs. Specifically, the Bachelor of Science degree in Interaction Design will be housed in the 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 both the lower division and upper division coursework. In many upper division classes, the same technological resources used in lower division classes will adequately support effective teaching and learning and support services. In a meeting with the VPAA and program faculty and after a review of plans showing the building design, special flexible classrooms will be built for the upper division courses which require collaborative work in the classroom.

The current temporary classroom is loud and noisy as it is housed close to an airfield. This is not a good environment for conducting education so hopefully the new building progresses quickly. It should be pointed out that students understood their location was temporary; however, they also expressed concern for the current physical location. (III.C.1)

Conclusion
The College does not currently meet Standard III.C.1. If the plans for the new Center are realized into the new building this Standard will be well on its way to being met.

D. Financial Resources

General Observations
Although impacted by state budget cuts over the years and significant uncertainty in state funding, Santa Monica College presented evidence that it has maintained financial resources through proactive planning and informed decision making to ensure resources are sufficient to support student learning programs and services and improve institutional effectiveness. The Board of Trustees has developed budget principles, which include avoiding layoffs, eliminating programs, and reducing the numbers of students served. The College has established a Total

Cost of Ownership which accounts for replacement costs for technology. The College has effectively leveraged categorical and other external funding sources to provide programs and services to support college expenditures and improve institutional effectiveness. In addition, the College uses the County Treasury pool as a source of interest when there is a cash surplus. The College has a ten-year history of reserves that meet or exceed the standards set by the California Community Colleges Chancellor's Office. The College, in response to changes in GASB standards for financial planning, set aside resources to offset increasing liabilities for OPEB (other post-employment benefits) by establishing an irrevocable trust and funding plan approved by the Board of Trustees.

Findings and Evidence
The team examined the self evaluation report, financial information including budgets and audits, and other evidence requested. The team also interviewed representatives from fiscal services at the college.

A review and analysis of the financial resources and supporting evidence indicate that Santa Monica College has sufficient resources to support its educational programs and services. Evidence demonstrates that resources are being utilized with integrity and prudence and support the financial stability of the College. (III.D.1)

SMC relies uses its resources to achieve its mission and goals. (III.D.2) Institutional plans are consistent with available resources, are integrated and support other college plans, and drive the college's financial planning. (III.D.4) Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The Office of Fiscal Services has established guidelines and processes and, as described in its annual audit and budget development, forms which programs use in their operational budget development and assessment. (III.D.3) The College has an internal financial control structure that employs appropriate control mechanisms for the various types of transactions and activities conducted. These controls and financial management practices are assessed through the annual audit. The internal control structure follows generally accepted accounting principles and practices and meets federal internal control requirements. (III.D.5, III.D.8) The college budget and other documents used for fiscal planning are accurate and consistent with the planning process designed to support student learning programs and services. (III.D.6)

The College has not received an unmodified audit opinion, nor have there been any qualified or adverse opinions in the last three years. There have been no audit reports that included an emphasis-of-matter or other matter paragraph. In years prior to 2010, when findings were identified, they were prioritized by the college and re-evaluated the following year by the external auditors and addressed in the audit report. For the 2014-15 fiscal year, there was an audit finding regarding to-be-arranged class hours, and the District took immediate action as specified in the audit report to make changes to the methodology for accounting to positive attendance for the two courses that were noted in the audit finding. (III.D.7)

The College has focused on building up the Unrestricted Funds/Institutional Reserve and has averaged an actual reserve balance of more than 10% over the 2010-2015 fiscal period. The

reserve balance for the 2015-16 fiscal period was well above the minimum reserve requirement and the focus on building the reserve has allowed the College to maintain financial stability and flexibility to support its mission and provide for any future fiscal uncertainty. This approach has served and should continue to serve the College well. (III.D.9)

The College has adopted effective financial management policies and practices to guide the management of financial aid, grants, externally funded programs, contractual relationships, foundations, and institutional investments and assets. The College monitors student financial aid obligations and an audit is performed annually. (III.D.10) The student loan default rate is monitored by the financial aid office to ensure compliance with federal regulations. (III.D.15) The College has clearly delineated policies and procedures to monitor purchasing and contractual agreements, and the policies set forth by the College are being followed. (III.D.16) The role of the foundation is set forth in Articles of Incorporation which are reviewed and approved by the Board of Trustees. The foundation is required to have an annual independent audit of financial condition. There have been no findings from the audit reports over the past six years, nor any material weaknesses or significant deficiencies noted. (III.D.10)

The College comprehensive planning process integrates institutional planning with budget development and resource allocation, enabling the College to ensure a sufficient level of resources to maintain an expectation of long-term solvency. (III.D.11) Through the planning processes, the College considers the implications of both short-term and long-term financial decisions to ensure that the long-term impact is thoroughly researched and discussed. Currently, the College does not have any long-term debt financing but does participate in a Prop 39 bond fund, which is audited annually per the bond requirements. (III.D.12, III.D.13, III.D.14)

The College's largest liabilities are Retiree Medical or OPEB (Other Post Employee Benefits), compensated absences, and increasing STRS and PERS obligations. The College has policies on unused vacation and compensatory time, and it enforces such policies. Based on the recommendations of the college actuarial plan, the DPAC Budget Planning Subcommittee developed a multi-year funding plan that took into account the long-term liabilities and the increasing costs related to STRS and PERS contribution rates, set aside $3.8 million in one-time funding, and established an irrevocable trust approved by the Board of Trustees to provide for future obligations. (III.D.12, III.D.13, III.D.14)

Conclusion
The College has a proactive planning and informed decision-making process to ensure that financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The College Master Plan for Education integrates all institutional planning documents and all members of the campus constituent community participate in the decision-making process. The College has internal control systems to ensure financial integrity and meets required state and federal reporting guidelines. The College has sufficient cash flow and maintains adequate reserves to meet financial emergencies and a comprehensive planning process to ensure a sufficient level of resources for short- and long-term financial solvency. The College monitors the use of all resources to support its mission and ensure they are used with integrity and in a manner consistent with their intended purpose.

The College meets Standard III.D.

Baccalaureate Degree
Findings and Evidence
The self evaluation report has language to illustrate that the College applied the same planning and management in developing the baccalaureate degree in Interaction Design as it does for any new initiative. In recognition that successful implementation of the program demanded significant resources, the College committed to the program based on its 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. Material shared with the visiting team showed the resources used to get the program started. The state awarded $350K for start-up. The dedicated amount set aside for future years has not been finalized but is important to avoid having to compete with the myriad of other college program needs. A stated financial commitment (perhaps from the extra fees collected for the upper division courses) would provide more clarity on the College's financial commitment to maintain program quality. (III.D.1)

Conclusion
The College is not meeting Standard III.D.1 as there is not a specific a stated commitment document which outlines what resources will be devoted to the program in ensuing years.

Standard IV: Leadership and Governance
A. Decision-Making Roles and Processes

General Observations
Santa Monica College relies on a complex but coherent planning and governance structure in which the District Planning and Advising Council (DPAC) serves as the College's central planning body for all issues that are not the primary responsibility of the Academic Senate, Classified Staff, Associate Students, or Management Association. DPAC is a small planning body constituted by representatives from each employee group and Associated Students that coordinates institutional planning, considers recommendations from its planning subcommittees, and makes recommendations to the superintendent/president. While the superintendent/president is ultimately responsible for institutional decision-making, the college's planning and governance structures ensure that all constituency groups, including students, have opportunities to provide input and to participate meaningfully in planning and governance processes. The College's planning and governance structure encourages innovation and initiatives for improvement from all employee groups and students and ensures that ideas for innovation and improvement are vetted by a wide range of constituencies, including students.

Findings and Evidence
DPAC's membership, a balance of faculty, staff, administrative, and student leadership, and the Council, vets proposals for improvement and innovation and makes recommendations to the superintendent/president. Proposals for improvement and innovation come to the DPAC directly from the Academic Senate and Academic Senate Joint Committees, any of the DPAC subcommittees, and any academic departments, student services programs, or administrative offices. On the DPAC website is a link that allows a member of the Academic Senate, Administration, Associated Students, CSEA, Faculty Association, or Management Association to submit agenda items to DPAC. The evidence shows that the College has in place mechanisms for faculty, staff, administrators, and students to initiate proposals for improvement and innovation in the practices, programs, and services in which they are involved. (IV.A.1)

The College has a number of Board Policies (BPs) that clearly define the roles and responsibilities of different planning and policy-making committees. BP 2140, Institutional Planning, directs the superintendent/president to implement a broad-based, integrated system of planning that relies on both input from appropriate committees and on institutional effectiveness data. BP 2210 recognizes the Academic Senate as the body which represents the faculty in collegial governance relating to academic and professional matters and establishes on which issues the Board of Trustees will rely primarily on the recommendations of the Academic Senate and on which issues the Board of Trustees and Academic Senate will reach mutual agreement. BP 2220 and BP 2240 define the different roles of the classified staff and the college's Management Association in the College's participatory governance structure. BP 2230 defines the roles and responsibilities of the Associated Students and explicitly encourages students to voice their opinions and make recommendations regarding College policies and procedures that have an impact on the student body. As the College's self evaluation report notes, however, many student-designated seats on planning and governance committees are left unfilled because of difficulty finding student representatives able to serve. These BPs clearly establish the policies and procedures necessary to ensure that faculty, staff, administrators, and

students have access to and responsibility for participation in governance. Administrative Regulation (AR) 2250 describes the administrative functions of District Planning and Advisory Council (DPAC), its roles, meeting guidelines, and committee structures. (IV.A.2)

AR 2250 ensures that DPAC has a balanced and representative membership: two faculty identified by the Academic Senate; two faculty identified by the Faculty Association; two members of administration identified by the Management Association; two members of administration identified by the superintendent/president; two members representing classified staff; and two members representing Associated Students. DPAC's charter establishes that each constituency group, including Associated Students, has two votes, and sub-constituency groups (i.e., the Academic Senate and the Faculty Association) have one vote each. It is clear that the students have access to and are encouraged to participate in the College's planning and governance processes. (IV.A.3)

BP 2210 establishes that faculty have primary responsibility for establishing and enforcing grading policies. Other academic and professional matters related to curriculum development and for making recommendations for improvement to student learning programs and services involve both faculty and academic administrators and a number of Academic Senate joint committees. The College's Curriculum Committee is one such joint committee and, as such, has membership comprised of both faculty and academic administrators at a ratio of two to one. The Curriculum Committee is responsible for approving all program, course, degree, and certificate proposals, while other Academic Senate joint committees (such as the Distance Education Committee, the Career Technical Education Committee, the Academic Senate Joint Student Instructional Support Committee) play significant and well-defined roles in this process and make recommendations regarding curriculum and program proposals. (IV.A.4)

The College's planning and governance structure is comprised of committees and subcommittees whose membership is based on represented constituency groups. Thus, DPAC and its planning subcommittees are all comprised of Academic Senate, Classified Staff, Associated Students, Management Association, and administrative representatives. This ensures that all planning and governance efforts are informed by a wide variety of employee and student perspectives. While the membership of DPAC and its subcommittees do not specifically identify committee members based on their positions or expertise, a survey of the charters of DPAC subcommittees reveals that at least one of the administrative appointees on each subcommittee is the administrator with direct responsibility for the administrative office related to the focus of the subcommittee. Additionally, a random survey of DPAC subcommittee meeting minutes shows that subcommittee meetings frequently feature presentations by College personnel with expertise relevant to the issue being considered by the subcommittee. These practices demonstrate that the efforts of the planning and governance subcommittees are informed by relevant expertise. (IV.A.5)

The Board of Trustees has ultimate authority over the rules and regulations that guide the operation of the District, and the superintendent/president is charged with direct oversight of day-to-day operations and institutional decision-making. DPAC considers issues within its purview and makes recommendations to the superintendent/president. If the superintendent/president rejects, denies, or alters a DPAC recommendation, he/she informs the DPAC of the action at one of its subsequent meetings. If the superintendent/president accepts a DPAC recommendation, he/she forwards the

recommendation to the Board of Trustees (if appropriate) where individual board member votes on the recommendation are recorded into the public record. Actions and decisions of the Academic Senate are posted on its website, and Academic Senate representatives report regularly on Academic Senate actions to their constituencies. These processes ensure that the processes for decision-making and the resulting decisions are documented and widely communicated across the District. (IV.A.6)

An area of concern noted in the College's Self Study was the belief among some constituencies that responses from the superintendent/president to DPAC recommendations were not formally recorded, widely reported, or easily accessible. In response, DPAC changed its process to include a presentation of the superintendent/president's response to a DPAC recommendation at a subsequent meeting, and the rationale for the decision to reject, deny, or alter a DPAC recommendation is recorded in the meeting minutes, which are made available. The DPAC 2015-16 Annual Report catalogs all of DPAC's recommendations for the year and the superintendent/president's responses to those recommendations. (IV.A.6)

Through interviews with employees, the team learned that many employees do not possess a shared understanding of the initiatives being considered by DPAC and its subcommittees and the reasons offered in support or opposition to these initiatives. Furthermore, the team learned that because DPAC meeting minutes and its Annual Report do not offer any kind of extended narrative or analysis, and DPAC does not issue any kind of committee-owned communication. Many employees believe that the nature of the narrative of DPAC activities depends on who you ask, that is, reports of DPAC discussions and activities are perceived to be shaped or filtered by the perspective of the constituency group offering the report. This seems to indicate a need for a communication protocol that provides for a consistent, clear report of planning activities taking place at the highest levels of the planning structure. In particular, governance processes could be enhanced by the superintendent/president's providing evidence that a recommendation had been considered and the rationale for accepting or denying the recommendation. Such communication is especially important when related to recommendations that involve a substantial amount of work and broad constituency group involvement. (IV.A.6)

DPAC and the Academic Senate also annually evaluate their effectiveness and issue reports that describe their goals and objectives and well as their effectiveness. As a result of these assessments, both the DPAC and Academic Senate have made changes to their charters and processes. These annual evaluations indicate that the College's planning and decision-making processes and bodies are regularly evaluated. It appears that the College relies on individual committees to self evaluate and to evaluate their subcommittees. The absence of a body charged with evaluating the effectiveness of the planning and governance structure as a comprehensive unit or a body charged with evaluating the effectiveness of individual committees and subcommittees leaves the College without a formal system for evaluating its processes, committees, and planning cycles. (IV.A.7)

Conclusion
The College has governance processes and structures in place that foster appropriate input from all members of the college community including students into decisions that have a direct impact on them.

College wide communication about the discussions of the College's planning and governance committees and subcommittees and resulting decisions would improve understanding and confidence in the planning and governance processes and resulting decisions.

The College needs to establish processes for assessing the effectiveness of its governance and planning model.

The College does not meet Standard IV.A.7.

Baccalaureate Degree
Findings and Evidence
The baccalaureate degree follows the same extensive protocol of all degree and certificate programs including curriculum change, student learning, and services.

Catalog Requirements
The institution assures that the Catalog provides the following information about the baccalaureate degree program:
1. General Information
    *   Course Program and Degree Offerings
    *   Student Learning Outcomes for Programs and Degrees
2. Requirements for
    *   Degrees, Certificates, Graduation and Transfer

While the college catalog does not contain the program requirements, it references that the best information on the B.S. in Interaction Design can be found at www.smcixd.org. The website for the B.S. in Interaction Design is clear and includes videos of currently employed individuals from this field. The program length follows practices common to American higher education requiring at least 120 credits; however, the exact length of the program is not clear. The self evaluation report cites 123 units of credit required. The website shows 60 credits for the upper division (Year 3 and 4) and lists Proposed Sequence of 60 units for the Graphic Design, Associate of Science Degree (User Experience Design Concentration). The semester sequence unit requirements of 16, 16, 16, and 15 actually add up to 63 units (not 60). This is not made clear in the printed catalog where there is no listing of the Graphic Design, Associate of Science Degree (User Experience Design Concentration) at all.

Institution set standards on student achievement
The B.S. program in Interaction Design has set course and program standards for student achievement.

Awarded academic credits/degrees/credentials and Transfer Policies
The awarding of academic credit, the B.S. degree requirements, and transfer policies all conform to commonly accepted practice regarding course content and time invested.

Student complaints
The student complaint process is similar for the B.S. degree as for all programs.

<u>Distance and Correspondence Education</u>
Currently, the B.S. program does not offer distance or correspondence education. (IV.A.4)

Conclusion
The College meets Standard IV.A.4.

Recommendations
Recommendation #3:
In order to meet the Standards, the team recommends the College develop and implement a comprehensive cycle of continuous quality improvement that monitors, assesses, and recommends improvements to the function and effectiveness of its processes, committees, and planning cycles. (IV.A.7)

Recommendation #8:
In order to increase institutional effectiveness, the team recommends The College establish and implement assessment of the effectiveness of its governance structures and processes. The assessment should extend to communication protocols related to planning and governance, particularly its consistent communication across all employee groups regarding DPAC recommendations to the superintendent/president. (IV.A.2, IV.A.6, IV.A.7, IV.B.3)

B. Chief Executive Officer

General Observations
Santa Monica College has experienced significant leadership change in recent years including the passing of their executive vice president and the retirement of the superintendent/president. The new superintendent/president started in February of 2016, almost a year and half after the accreditation self-study development process began. Even with this level of disruption to the leadership of the institution, the well-functioning senior administrative structure provided stable leadership through the transition. The College has expanded its Institutional Research division to meet data needs. Based on the evidence presented, the District and the College are fiscally and administratively stable, data rich, and well organized. The incoming superintendent/president is a seasoned California Community College leader with strong experience as a college president.

Findings and Evidence
Based on Board policies giving the superintendent/president authority to implement policies on behalf of the Board, the superintendent/president has primary responsibility for the quality of the institution. Due to the recent leadership change at the superintendent/president level, the Board is being challenged to modify their behavior as it relates to appropriate communication with college staff and with the superintendent/president. According to the evidence provided, and numerous interviews on campus, the superintendent/president has significantly increased CEO presence on campus. Several comments were made indicating that this is the first time a superintendent/president has visited offices or had a consistent presence walking the campus and talking with students and staff. These comments are a strong indication that the engagement has been intentional, robust, and well executed. Evidence such as the Title IX Presidential Task Force, and the Emergency Preparedness Task Force provide support to confirm that the

superintendent/president is working to manage, through committees, the quality of the institution. Final decisions in faculty hiring are held by the superintendent/president. (IV.B.1) The College has undergone significant transition of leadership in recent years. Based on the Management Organizational Charts, the College has maintained a substantial senior leadership team that has effectively maintained a stable operation. The hiring of the full-time executive vice president has been delayed to allow the incoming superintendent/president an opportunity to make that selection. A well-seasoned interim EVP has been in place in order to provide a stable and well executed CEO transition.

Weekly meetings with senior leadership ensure that the superintendent/president stays informed about the daily operations of the District. **(**IV.B.2)

Based on the Board Policy Manual, the Board has established policies giving the superintendent/presidents the authority to guide institutional improvement of the teaching and learning environment.

Board Policy (BP) 2200, outlines the College's commitment to actively engage in participatory governance. BP 2250, Administrative Regulation (AR) 2250, and the DPAC charter establish the primary shared governance body of the college, the District Planning and Advisory Council (DPAC). (IV.B.3)

As noted, the superintendent/president is new to her tenure and the accreditation self evaluation process had been underway for approximately 16 months prior to her arrival. Based on the evidence, she immediately engaged in the process and oversight. The accreditation process was incorporated into the Spring 2015 All Staff Day and through weekly meetings with senior staff. The Board of Trustees was provided regular updates of progress on the self evaluation during their regular meetings. The superintendent/president also appointed the vice president of academic affairs as the College's Accreditation Liaison Officer (ALO) in order to facilitate effective communication and training for the self evaluation teams and the campus community. (IV.B.4)

In alignment with broad reaching institutional priorities from Board Goals to program level review and assessment, the superintendent/president oversees the development of a budget that reflects the priorities and guiding principles which have been established 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. (IV.B.5)

The evidence provided shows very clearly that Santa Monica College is a foundational component of the Santa Monica and Malibu communities. The superintendent/president maintains a prominent role in representing the College in the community. There is a long list of evidence to indicate her role and involvement in the community. The College is also looked upon to host community and cultural events on behalf of the communities it serves. The College and the superintendent have played an active role in the Santa Monica Cradle to Career Initiative. National Public Radio Station KCRW, housed at the college, is a foundation of the community and the region.

Periodically, the Board is given a presentation of the annual Institutional Effectiveness Dashboard which updates information related to institutional progress made on the matrix of indicators the College has developed. (IV.B.6)

Conclusion
The College has an experienced CEO in place with appropriate understanding of her role and the college structures.

The College meets Standard IV.B.

Recommendations
See Recommendation #8, Standard IV.A.

C. Governing Board

General Observations
Santa Monica College has a seven-member Board of Trustees elected at large by the citizens of the cities of Santa Monica and Malibu. There is a complete set of Board Policies included in the Board Policy Manual, but some policies have not been reviewed since 2000. Although these policies include a Code of Ethics and Conflict of Interest policies, there is no policy for dealing with behavior that violates these codes.

The Board has a clearly defined policy for selecting and evaluating the CEO of the college, and they have employed it recently to hire the new superintendent/president. Board minutes indicate that there are frequent presentations regarding student success that fosters review of key indicators and plans for improving academic quality.

Findings and Evidence

Board policies found in the Board Policy Manual confirm that the institution has a governing board that has authority over and responsibility for policies to ensure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7) This is specifically outlined in Section 1000, Bylaws of the Board of Trustees, BP 1220, Board of Trustees Policies. BP 1210 defines the Board's Powers and Responsibilities.

Based on the Board's approval and periodic review of the College's vision, mission, and supporting goals, which serve as the foundation of all institutional planning and decision-making, and the annual Board Goals and Priorities, the Board consistently reaffirms its commitment to Quality, Integrity, Effectiveness, and Financial Stability. (IV.C.1)

BP 1230, Code of Ethics, determines expectations for how the Board will act, individually and collectively. Board policies have established specific actions to ensure that the Board is acting as a collective entity. The team reviewed minutes from several regular Board meetings and found no evidence of dissention or of individual Board members not conducting themselves in a manner consistent with Board Policies nor their stated commitment to working and acting as a whole. In interviews with team members, individual trustees stated that the were careful not to make promises to community members or statements representing Board views. They also described how they only provide information and redirect inquiries from the press to the college PIO. (IV.C.2)

BP 1210 gives the Board the authority and responsibility to hire, evaluate, and terminate the superintendent/president. BP 1266, Selection of the superintendent/president outlines the process for recruiting and hiring the superintendent/president. This policy was recently reviewed and used by the Board with the hiring of the new superintendent/president. (IV.C.3) Evidence provided thoroughly outlines the annual superintendent/president evaluation process including a two-part self-reflection component. This process 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 superintendent/president and the Board are working together to revise the CEO evaluation process as agreed to by contract. (IV.C.3)

Based on review of BP 1250, Conflict of Interest and BP 1230, Code of Ethics, the Board is an independent, policy-making body that reflects the public interest in the institution's educational quality. Furthermore, in reviewing the evidence, the team found no indication that the Board acts in a manner inconsistent with its commitment to advocate for and defend the institution and protect it from undue influence or political pressure. (IV.C.4)

BP 1210 defines the Board's responsibility for determining success of the educational program for rules and regulations for operating the District in a manner that ensures the quality, integrity, and improvement programs and services for students. BP 1220 delegates authority to the superintendent/president to operate the college in a manner consistent with the vision, mission, supporting goals, and Institutional Learning Outcomes of the College. Board policy Section 6000, Business Services and Facilities, supports effective fiscal administration of the District. The Board understands its role to be heavily involved in the institution in a manner that brings the Board members well into the operation of the college and in many ways circumvents the CEO's role and responsibilities. Because of the maturity of the Board, many of whom have been trustees for more than ten years, their familiarity with college staff creates relationships and communication that are not consistent with their own policies. (IV.C.5)

The Board Policy Manual for the Santa Monica Community College District is available on the District website. Section 1000 of the Board Policy Manual, specifically Bylaws of the Board of Trustees, contains the Board policies related to Board size, duties, responsibilities, and structure. (IV.C.6)

Though the Board has approved recent revisions to some policies such as the nondiscrimination policies and sexual misconduct policies, the Board Policy Manual indicates that many of the current policies were approved in 2000 and 2004 without any update, revisions, or review. Several newer Board Policies have been created and or updated in recent years. However, most of the District's Board policies have not been reviewed. The District does not have an established and comprehensive process that ensures all Board Policies are reviewed on a regular cycle. Individual trustees described the review process as in the hands of the Board assistant who brings updates when prompted by an outside policy service. New policies are considered in a similar fashion. There is no regular cycle in which all policies are periodically reviewed. (IV.C.7)

As stated in the 2016 Board's Goals and Priorities, academic quality is their highest priority as Board Goal #1. The Annual Institutional Effectiveness Report and the Institutional Effectiveness Dashboard measures institutional effectiveness using established Key Performance Indicators and institution-set standards.

In interviews with individual trustees, eighty percent of regular Board meetings were described as including reports from different departments focused on activities and efforts to improve student learning and achievement. Team members observed such a meeting. The Board also receives an annual report on a state-provided scorecard of student achievement. Board goals are based on college issues, for example, using data to drive decisions on student achievement. The expansion of the institutional research staff was described as a result of such a goal. (IV.C.8)

BP 1140, Orientation of New Members, supports the existence of training for new members through a formal orientation process. As outlined in BP 1340, Attendance at Meetings and Conferences, 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. Board members confirmed that the orientation consists of meetings with each of the senior staff and intermediate managers and a campus tour. A handbook is also provided. Trustees have

attended training sessions at conferences early in their tenure, but senior trustees do not often do so. There are two study sessions with senior staff per year. Most of the trustees attend state and national trustee conferences. Two were described as not have attended. (IV.C.9)

BP 1130, Term of Office, confirms a staggered election cycle for the seven-person Board providing for continuity of Board membership. (IV.C.9)

BP 1270, Board Self Evaluation, establishes the annual self-evaluation process of the Board of Trustees. The evaluation is conducted during the summer study session. This policy specifies that evaluation criteria will be determined by the Board each year based on the priorities of the institution. Results of the Board's annual review of its Goals and Priorities are posted online. These results help to inform the Board's development of the next year's Goals and Priorities. (IV.C.10)

As indicated in the evidence BP 1230, Code of Ethics, and BP 1250, Conflict of Interest, the Board of Trustees has established that it understands its obligation to act as one unified governing body. Individually, the Form 700: Conflict of Interest Form is used by each Board member and other identified officers of the District to declare any personal interest in the District.

Trustees confirmed that there is no written policy for dealing with behavior that violates its code. Some suggested that they did not know what would happen if a trustee failed to adhere to the code or that it would not happen. Trustees rely on Form 700 and self recusal when indicated. (IV.C.11)

Through Board policies BP 1210 and 1220, full responsibility and authority is delegated to the superintendent/president to implement and administer policies. BP 2120, Delegation of Authority, gives the superintendent/president the right to delegate powers and duties as appropriate.

The superintendent/president is evaluated by the Board annually using several instruments; superintendent/president's overall performance, a Performance Appraisal Questionnaire two self-reflection forms. Trustees indicated that the Board sets college goals and objectives, the president implements them, and the outcomes become basis for the president's evaluation. (IV.C.12)

Clearly the board considers itself to be high performing. The members are well intentioned individuals who see themselves as stewards of the college. However, over time, the role and function of the Board of Trustees has created a campus culture that provides many opportunities for individual Board members to have substantial relationships with college staff including faculty union leadership. Members describe contacting staff and faculty directly about issues of concern and copying the president on their communication. Trustees talk informally with faculty and staff, share meals with union leaders regularly, and try to solve college problems on their own. Some have attended DPAC meetings. Trustees indicated that they want to be even more responsive to staff. (IV.C.12)

Based on the evidence reviewed including Board Policy 2130, Accreditation, accreditation reports to the Board, the Board's self-evaluation, and an additional questionnaire about accreditation, the governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports the college's efforts to improve and excel.

Trustees have attended conference sessions on accreditation and confirmed their involvement in the preparation of the self evaluation report. They met with and were interviewed by Standards teams, received regular reports by chapter through the president's report, commented on drafts, and participated in brown bags. All reported being well informed about accreditation and the college's efforts toward reaffirmation of its accredited status. (IV.C.13)

Conclusion
The College does not meet the Standard IV due primarily to the lack of evidence that confirms a structure or process for consistently reviewing and updating Board Policies. Based on a review of the Board Policy Manual, many of the policies appear to have an origination date of 2000 and or 2004 with no evidence of review or updating. The Board Policy manual clearly shows that the College is lacking a functional process for the consistent and periodic review of their policies. Trustees report that they rely on an external policy service for updates and legislative changes to trigger individual policy reviews, additions, and updates.

The Board of Trustees is heavily involved in the operations of the college due primarily to several Board members who understand their role to include direct contact with faculty and staff and several structural issues that perpetuate a culture of Board over reach into the operations of the college. This issue seems to permeate the culture of the institution from the time a new Board member is introduced to the college community and made to feel as though they have direct ties to senior and middle management. It is apparent that the Board does not consider the superintendent/president as their sole employee. The new superintendent/president recognizes that some of the trustee behavior may limit her ability to execute her responsibilities effectively and is working to refine the structure and expectations of the Board and college culture. She has made it clear to the Board that she wants communication to go through her, but she is aware that a change in culture requires time. Board members indicate that they understand the superintendent/president's position and are aware that direct contact with staff is not good practice. Both the Board and the president have begun work to alter this behavior. The College does not meet Standard IV.C.7.

Recommendations
See Recommendation #4, Standard I.C.

Recommendation #5:
In order to meet the Standards, the team recommends the Board follow its policies regarding delegation of authority related to the president/superintendent and ensure the president/superintendent is able to implement and administer Board policies without Board interference in college operations. (IV.C.7, IV.C.12)

QUALITY FOCUS ESSAY

Santa Monica College has developed a three-year plan to implement improvements in student success and a two-year plan for its technology programs and processes. The Action Project for Student Success is the Integrated Student Equity and Success Plan, (Standard II.C), while the plan for the technology improvement initiative is the Transformative Technology Planning Initiative (Standard III.C).

The College has described in detail the process by which they identified two major Action Projects to focus on. Both are outgrowths of statewide initiatives, new grant programs, student success-orientated projects, the self-evaluation itself, and a review of important college planning documents (i.e., Master Plan, program reviews, Institutional Effectiveness report, Board of Trustees priorities). The Essay also describes the process by which they vetted the emerging themes with appropriate planning bodies and constituent groups, which resulted in the identification of two action projects that align with college priorities.

Integrated Student Equity and Success Plan

This plan was initiated after a review of the College's planning processes and documents, and assessing themes that evolved from these conversations. A result was the need to integrate activities that supported student success and equity in order to leverage resources, including fiscal and human, to enhance the ability to serve students. The College observed that disparate programs that supported student achievements were not cohesive, and that they worked parallel to one another. They argued that students were faced with a cafeteria model in terms of student support services, and an integration would lead to a pathway model of integrated services that were intentionally designed and based on data analyses to inform decision making. Using an organizational learning methodology based on the book, *Redesigning America's Community Colleges* by Bailey, et al, the College has established a plan to integrate the support services characterized by four prongs that are reflected in Bailey et al:

- Intake and student support
- Developmental Education
- Program Structure
- Instruction and Instructional Support

The plan establishes a cross walk among these prongs, including activities and initiatives that seem to align with each prong. A five-phase project to support the development, implementation, and evaluation of the plan is described to occur over the next four years. Several groups and committees are identified to implement the plan, including Academic Affairs, Student Services, Student Equity, Basic Skills, and Career Pathways Advisory Committee.

Analysis

The plan is consistent with a concept that anchors efficiency and effectiveness in student support services by leveraging resources, eliminating silos, and providing cohesive, coordinated services to students. However, the plan seems to lack some fundamentals that could affect its success, particularly:

- There is a lack of the student voice in the planning and implementation of this project. Students, particularly the student government, are not represented in the groups that have

been identified to collaborate or integrate these varying programs that are intended to serve students.

- The project discusses integration of student support services by concentrating on two umbrella student support programs, Student Success and Student Equity. However, in the planning activities, it does not mention a strategy of presenting special programs or categorical programs such as DSPS, EOPS, or financial aid into this effort at integration.
- The project identifies activities for implementing the identified goals and timelines over the next four years. However, while the Essay identifies the responsible parties, there is no assigned party to the individual activity, measurable outcome for each of these activities, or anticipated/needed resources.
- The project does not identify programs or activities that relate to each of the Bailey, et al, prongs or components. For example, Adult Education Block Grant is identified under program structure when, in effect, it has implications for developmental education and it is not listed there.

Conclusion

The project is laudable in its goals to eliminate silos in student support services, but lacks a well-organized action plan to develop and implement activities to achieve the goals. Absent in this plan is the integration of the Master Plan for Education as a driver of such an initiative. Also, while the conceptualization of the plan includes a broad-based group of responsible parties, their exact roles and responsibilities for implementation are not defined in the plan. Moreover, there does not seem to be a well-defined and measurable outcome for the project.

<u>Transformative Technology Planning Project</u>

The Transformative Technology Planning Project is in alignment with the findings of the self-evaluation and the Technology Planning Committee's vision statement. The manner in which that vision will be realized is identified in the Essay, and includes appropriate technological advances that will improve the College's technology infrastructure, create greater accessible resources, increase the use of mobile technology, streamline access services, and create a college culture that is responsive and nimble with respect to technology.

In order to guide the work of this Project, the College will establish a Networked Improvement Community (NIC) to help identify technology needs and solutions with an eye toward opportunities for innovation. Integration of technology systems will be examined to maximize overall impact and leveraging of identified solutions. Existing technology systems will also be evaluated. Performance indicators associated with technology adoption and implementation will be included in an Institutional Effectiveness report.

The Essay provides an example of a technology solution, MyEdPlan, which is already in place and helping to meet the needs of students and improve institutional effectiveness. The College also articulates in the Essay an example in which a technology solution is desperately needed to improve important curricular functions, that being the CurricUNET system, which is not integrated with the student information system (ISIS) and is, therefore, requiring the College to maintain parallel systems.

Specific anticipated objectives for the Project have been articulated and are in alignment with the Technology Planning Committee's vision statement and recommendations that were provided to the District Planning and Advisory Council (DPAC).

Finally, the College has identified the various phases for implementation as well as identified timelines, covering a two-year period, to complete the Project. Additional activities will be ongoing beyond initial implementation.

Analysis
The Project is a laudable one that will benefit the College and the students it serves. Completion of this Project will also support efforts to meet Standards addressing learning outcomes. It also supports the culture that the College is currently cultivating to be responsive and innovative regarding the transformation of technology. The Project's objectives tie to the larger vision statement established by the Technology Planning Committee and appear to be integrated with DPAC, the College's overarching planning body. It will be important that the Master Plan for Education assist in driving the need for this transformation.

While the plan has identified the objectives, action steps, and responsible parties, it is recommended that more specific timelines be articulated for each phase of the Project. In addition, the plan lacks the identification of needed or anticipated resources and measurable outcomes. Given that there may be significant financial resources needed to achieve the objectives, it is important that the timelines, anticipated resources, and measurable outcomes are clearly identified. Finally, it will be important to include students in the identified user groups, as they are critical to the successful of the Project.

Conclusion
The Transformative Technology Planning Project is, as noted, is a laudable one that has opportunity for broad and significant impact for the College--its operations and systems, as well as the community it serves. The parties identified to lead these efforts are appropriate. The team suggests identifying end-users and including them at the early stages of the Project, as they will be the recipients of these technology solutions. The team urges the College to complete its action plan to improve the college's website functionality and accessibility.