Changing Lives in the Global community through Excellence in Education

Substantive Change Proposal

Bachelor of Science in Interaction Design

Table of Contents

A. A concise description of the change and request to add a baccalaureate program

The proposed baccalaureate degree in Interaction Design (IxD) at Santa Monica College (SMC) will provide high quality, affordable education to students while responding to the overwhelming demand for trained employees in this critical sector of the technology industry in California. The degree will prepare graduates to work as Interaction Design professionals. The appearance of the first iPhone® in 2007 marked a dramatic change in the fields of graphic and web design. Since then, technology and design are converging as never before with the proliferation of innovations such as ecommerce, mobile apps, smartphones, medical devices, wearable technology, connected appliances, and self-driving cars. A new breed of designer who understands the user and a user-centered approach is required—designers who must critically consider the following questions:

- How do people interact with their devices?
- How does one design a system that works across a range of devices, knowing that these devices are often the first contact point for a business or service?

Currently there are no Interaction Design baccalaureate degrees in the University of California or California State University systems, and only two are offered in California at expensive, private institutions. SMC is already striving to meet this demand within its Graphic Design Associate's degree with courses in visual design, user experience, and web and mobile design, but a four-year degree is required to develop the creative and critical thinking skills students need in this complex field. A baccalaureate program in Interaction Design is the right program at the right time. Santa Monica College is ideally positioned to offer this program given its current, highly relevant Graphic Design program and its location in the heart of Southern California's innovative Silicon Beach, high technology business environment. The Interaction Design program at SMC will provide an exciting and affordable new pathway for students in the greater Los Angeles community to enter into engaging, well-paid careers.

The baccalaureate program will require: 39 units of general education coursework (33 lower division and 6 upper division; 46 units of lower division major coursework; and 35 units of upper division, major coursework. The baccalaureate program builds upon the associate degree program in Graphic Design, which has been offered at SMC since 1971. The upper-division, major coursework will culminate in the final year with industry-sponsored project work, internships, and opportunity to develop a professional portfolio to be reviewed by industry partners. The upper division major coursework integrated with general education courses will prepare students with the necessary knowledge, skills, and abilities for successful careers as Interaction Designers. This program will comply with the unit and content requirements of the California Code of Regulations as well as the standards and policies of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

1. Evidence that the field of study for the degree is consistent with the institutional mission

In the institutional vision statement[1], SMC strives to be a "leader and innovator in learning and achievement." As one of the first 15 California Community Colleges to offer a baccalaureate degree is another exciting opportunity to enact that vision. Building upon the current Graphic Design associate degree program, the Interaction Design degree is consistent with SMC's institutional mission to, "…

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[1] SMC Mission and Vision Statement

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 mission speaks directly to preparing students for careers, and the baccalaureate program in Interaction Design will fulfill this mission, providing the knowledge, skills, and abilities for successful employment in this growing field. During the 2014-15 academic year SMC revised the mission statement through the participatory governance process to ensure that it clearly includes the baccalaureate degree program. This was approved by the Board of Trustees in April 2015[2]. The mission statement now states that the College provides affordable access to "undergraduate degrees" rather than associate's 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. 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 revised mission statement now appears online as well as in published materials including the college catalog.

2. Rationale for change

Prior to September 2014 California Community Colleges did not have the authority to offer baccalaureate degrees. On September 28, 2014 Governor Jerry Brown signed Senate Bill 850 (Block)[3] into law authorizing the Board of Governors of the California Community Colleges to establish a statewide baccalaureate degree pilot program of no more than 15 degrees/colleges. With 34 other colleges, SMC submitted an application to the California Community Colleges Chancellor's Office to be part of this pilot program in December 2014. In January 2015 SMC was notified that it was among the finalists[4]. On May 18, 2015 the Board of Governors approved Santa Monica College's Bachelor of Science in Interaction Design as one of these pilot programs[5]. A critical step in the development of the program is to secure substantive change approval from ACCJC prior to offering the program to the public.

B. A description of the new program to be offered; level and rigor of upper division courses commonly accepted as appropriate to the baccalaureate degree; program length; identification of delivery mode for the courses.

The proposed Bachelor of Science in Interaction Design builds upon the College's existing Graphic Design degree and certificate program, which is housed in the Design Technology department. While most universities house graphic design programs within schools of fine art, SMC's Graphic Design Program is uniquely located in a technology and design department, acknowledging its emphasis on project-based learning, applied design, and technical skills oriented towards high technology industries. Under the guidance of its advisory board, the program has evolved from a traditional graphic design program to one that incorporates many aspects of interaction design including web design, mobile design, and user experience. Creation of an IxD baccalaureate degree is a natural progression for the Graphic Design Program at SMC, and one that leverages existing student populations, curriculum, and human and physical resources.

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[2] Minutes of the April 2015 meeting of the Santa Monica College Board of Trustees
[3] Senate Bill 850 (Block)
[4] Notification January 2015
[5] Summary, Board of Governors meeting May 2015

The length of the proposed program for a full-time student is four years and 120 units (determined using the Carnegie unit system). The level and rigor of upper division courses will be appropriate for the baccalaureate level such that it requires the following: reliance upon prerequisite knowledge and experience; strong reading, writing, analytical, and study skills; more self-directed and independent learning; application of higher level critical thinking and analysis; greater depth of study as opposed to breadth; and more rigor in terms of assignments and expectations for student work and completed projects.

Students completing the baccalaureate degree in Interaction Design at Santa Monica College will achieve the following learning outcomes:

- Analyze, evaluate and design projects from an Interaction Design perspective;
- Design interactive systems across multiple device types and contexts;
- Employ industry-standard prototyping methodologies and tools in design projects, including coding in HTML, CSS and Javascript;
- Analyze and solve complex, design-related problems;
- Communicate ideas clearly and effectively, both orally and in writing;
- Work effectively and collaboratively as members of a team;
- Develop a professional quality portfolio employing the principles of Interaction Design.

Students will progress through the program in a structured manner, integrating the major coursework and general education coursework to be complementary and enhance student learning. The program will be delivered primarily "on ground" and face-to-face with additional materials and learning opportunities provided online through the College's online course management system to enhance the courses. This is currently common practice at SMC as it is at many other colleges, particularly in technology-oriented fields such as Computer Science, Graphic Design, and Entertainment Technology. All students are given access to this system via a single-sign-on portal through which user identities are verified. There is a dedicated computer lab at the Center for Media and Design where the program will be located for all program students to gain access.

Upper Division Major Coursework

Upper Division (35 units)

IXD 310, Interaction Design Studio 1 (3 units)

With the invention of the computer, Interaction Design has emerged as a practice that determines how people engage with technology. The course provides an overview of Interaction Design's history, principles, and screen-based design patterns. The Interaction Design 1 studio builds upon skills acquired from Graphic Design, Web Design, and User Experience Design courses. In this course, students gain an understanding of how design decisions impact a user's experience and the overall success of a product. Students will analyze historical and contemporary user interfaces through research, assignments, and in-class critique. In Interaction Design 1 studio students will learn to justify, reason, and articulate their designs on behalf of the user.

IXD 350, Interactive Storytelling (3 units)

This design course focuses on the storytelling component of interaction design with a special focus on prototyping and motion. Exploring different types of prototyping, from paper prototypes to digital, screen-based prototypes (e.g, web-based tools, video prototypes), students will use storytelling to describe experiences in interaction design. Students will learn to think by using their hands to make a design a better experience for end users by sketching, storytelling, experimenting, making and testing. The student will be able to create prototypes at different levels of fidelity using appropriate tools and technologies.

IXD 330, Interaction Design Studio 2 (3 units)

Found in every user interface are "microinteractions." Microinteractions are specific moments that are an integral part of every interface design. Users depend on every microinteraction to complete their task. Interaction Design 2 reveals these seemingly invisible design details, providing an overview of specific platforms, paradigms, and forms. The studio prepares students to design at the micro scale, creating task oriented end-to-end user experiences and interaction flows. Students will learn how to develop consistent patterns, states, and screen controls based on different contexts and user goals. Through iterative methodologies, students will learn to refine the details of a specific feature interaction. Collaborating directly with users and fellow classmates, student will prototype, critique, and test specific interaction examples and their own microinteraction designs. Students will develop a critical understanding of how interactive forms critically communicate and influence a user's behavior.

IXD 360, Product Design (3 units)

Today's designers are multidisciplinary, with the ability to create, collaborate, and communicate concepts across physical and digital product areas. This course provides a hands-on introductory experience to the history, contemporary methodologies, and emerging practices of Product Design. This studio teaches students to think through making and includes in-class workshops on 3D modeling and rapid-prototyping. Students will cross design disciplines and toolsets, using 3D forms to solve problems, act out new capabilities, and connect to other devices, objects, and people. Product Design projects are fast-paced, collaborative, and experimental.

IXD 370, Advanced Mobile Design (3 units)

This class will use knowledge acquired in Mobile Design 1 and 2 to conceptualize, design, and implement interactive design prototypes for mobile devices at an advanced level. In this course students apply all the skills learned so far and work collaboratively in identifying a social need. Student work on putting in practice all knowledge learned so far—starting from research, moving onto concept, design and prototyping—students work on a project destined to provoke a social change, whether it is designing for communities with a focus on education, environment, political, economic, or more. *NOTE: This course is not a mobile app development or programming course. For such courses, please see our Computer Science course offerings.*

IXD 430, Interaction Design Studio 3 (3 units)

Interaction Design Studio 3 prepares students to design for the complexities of large scale systems, services, and digital networks. The course provides a survey of current system design, information architecture, and topics in human-computer interaction design such as The Internet of Things. Working in teams modeled after professional studios, students conduct exploratory ethnographic research to

form novel strategies, concepts, maps, and models for our increasingly complex world of networked objects, spaces, and people. This course encourages students to leverage team brainstorms and critiques in order to develop consistency through an entire ecosystem.

IXD 460, Tangible Interaction (3 units)

Networked environments, people, and objects are enabling new user experiences beyond the conventional screen. Designers must be able to design for this evolving ecosystem of connected-devices and immersive interactions. The Tangible Interaction studio explores the design of user interfaces that blend digital and physical interactions. Working with creative technologies such as microcontrollers, sensors, and actuators, students will create functional prototypes that explore new interaction techniques, principles, and strategies. This introductory course immerses students into prototyping through hands-on class workshops and research into contemporary examples such as the Internet of Things and Smart Objects. Students will explore the expressive capabilities of technology through user observations, affordances, and converting physical action into digital information

IXD 410, Project Management (2 units)

Projects are designed to produce a unique product, service, or result with a strategically defined beginning and end. This course contextualizes project management for interaction designers. Project Management for Design provides a comprehensive overview of current software development processes and tools used to successfully deliver a high-quality project on time. Students will learn to clearly communicate with clients and manage the design process while integrating design objectives into the overall development timeline. Through reading and writing assignments, students will develop leadership skills, learning to plan, organize, motivate, and control resources based on project goals.

IXD 450, Interaction Design Portfolio (2 units)

This studio course focuses on the development of an UX/interaction design portfolio and addresses the process of building a portfolio that meets the current professional industry standards for presenting work to potential employers and clients. This class provides the interaction design student the opportunity to develop work under the supervision of the instructor on a one-to-one basis and to develop the skill to talk about their body of work in a professional setting. Emphasis is placed on developing a portfolio that displays a comprehensive understanding of what industry is looking for in an UX/interaction designer.

IXD 470, Interaction Design Senior Studio (3 units)

This course focuses on an industry sponsored project in which students use their integrated skills to create a forward looking design in response to a real-world brief provided by the industry partner in collaboration with the faculty. This is a capstone course where students work in small teams and build on the knowledge and skills they acquired in earlier course work. The course is organized around a project that requires student teams to explore various design concepts and alternatives. The teams are required to explore recent practices, tools, and systems that may be related to the project. Considering the pace of the development of the project, this requires students to engage in a considerable amount of independent as well as team-based learning.

IXD 490, Interaction Design Internship (1 – 3 units)

The Internship program is designed to provide the student with "real life" experience in a UX/Interaction Design environment. Students will work with a local firm to apply UX/IxD principles. Students become acquainted with the career fields in user experience design and interaction design by working in a professional design, entertainment, or technology company. Learning objectives and exit internship evaluation are required.

C. A description of the planning process which led to the request for the change

Santa Monica College's longstanding interest in offering baccalaureate degrees runs in parallel with the 11 year legislative efforts to bring baccalaureate degrees to California's community colleges. In 2009-10 the Academic Senate President, Dr. Eric Oifer and Dr. Chui Tsang, SMC's former Superintendent/President, established the "College of the Future" Task Force through the Senate. The charge of the Task Force, which was chaired by Dr. Oifer, was to explore the challenges and opportunities for the community college of the future, including how the College might better facilitate the attainment of baccalaureate degrees by SMC students. On September 28, 2010 the Academic Senate voted in support of ASR07-10, "College of the Future Resolution."[6]

In 2011-12 the Board of Trustees included "planning the development and implementation of a vision for the future of the college" as part of its annual Board Goals and Priorities, referring to the work of the Task Force. The February 2012 Board study session included discussion of programs within the framework of the "College of the Future," including a possible partnership with California Institute for the Arts in the area of Design Technology. In April 2012 there was a Board discussion focused on the establishment of baccalaureate partnerships including CalArts, Otis College of Art and Design, and UCLA Extension. SMC has engaged in ongoing work with baccalaureate degree-granting institutions beyond typical transfer articulations in order to maximize opportunity for students.

After SB 850 was signed into law, SMC engaged in participatory governance processes to identify a major for the proposed baccalaureate degree. The Vice President, Academic affairs met with the full Academic Senate. The Dean, Instructional Services, members of the CTE Committee, and faculty involved in developing the program also met with the Senate. There was a presentation and discussion at the College's Curriculum Committee. During this period there were also updates given to the Board of Trustees on a regular basis. The Dean, Instructional Services and Dean, Workforce and Economic Development, and the Office of Institutional Research vetted all proposed majors to ensure there was no duplication with a program or curriculum at the California State University and to ensure there was sufficient workforce demand. Both of these elements were requirements of SB 850 and both were met.

The final decision on which major to propose was made by the CTE Committee since SB 850 required that the proposed degrees be in a CTE area. The College adopted the principle that the selected program would build on an area of strength at SMC in response to SB 850 which stated, "A district shall have the expertise, resources, and student interest to offer a quality baccalaureate degree in the chosen field of study." The faculty and administrative leadership of the CTE committee and the Dean, Instructional Services worked together to develop a rubric of "criteria for selection" that CTE committee members used to evaluate program proposals[7]. The rubric included three areas: program eligibility, capacity, and

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[6] "College of the Future Resolution," Santa Monica College Academic Senate September 2010
[7] CTE Committee rubric for major selection

strength and competitiveness of proposal. Presentations were made at the October 14, 2014 meeting of the CTE committee, and Interaction Design received approval by the committee. At the November 5, 2014 Board of Trustees meeting the program was presented, and an update was provided at the December 2, 2014 meeting in advance of the final submission of the application.

D. **Evidence that the institution has analyzed, has the capacity, and has provided for adequate human, administrative, financial, and physical resources and processes necessary to initiate, maintain, and monitor the baccalaureate program and to assure that the activities undertaken are accomplished with acceptable quality**

In existence for over 45 years, the SMC Graphic Design program is housed in the Design Technology Department which also includes Entertainment Technology and Interior Architectural Design. While most universities house graphic design within schools of fine art, SMC's Graphic Design Program is uniquely located in a technology and design department, acknowledging its emphasis on project-based learning, applied design, and technical skills oriented towards high technology industries. Under the guidance of its advisory board, the program has evolved from a traditional graphic design program to one that incorporates many aspects of interaction design including web design, mobile design, and user experience. Creation of an IxD baccalaureate degree is a natural progression for the Graphic Design Program at SMC, and one that leverages existing student populations, curriculum, and human and physical resources. The vast majority of the lower division curriculum is in place, enabling current SMC students to enter the upper division portion of the degree program seamlessly.

The College currently offers 40 sections of graphic design courses per semester with robust enrollment. In 2013-14, over 700 students successfully completed two or more core courses of the Graphic Design Associate's Degree curriculum, 200 successfully completed six or more, and 52 were awarded degrees or certificates in Graphic Design[8]. SMC was by far the largest producer of community college Graphic Design program completers in the region last year. Second largest was Mt. San Antonio College with sixteen. Additional regional colleges housing Graphic Design programs include College of the Canyons, Cerritos College, East Los Angeles College, Pasadena College and others. Together, area community colleges produced 127 program completers last year and thousands of program participants. It is from this population, from area high schools, and from local industry that SMC expects to draw candidates for its IxD baccalaureate degree program.

Santa Monica College recognizes that successful implementation of the baccalaureate program in Interaction Design will demand significant resources and is prepared to make that commitment based on its long history of fiscal stability (discussed below), its proven ability to leverage resources to develop new and enhance existing programs, and the ongoing support received from high technology industry members. Further, the passage of Senate Bill 850 provides an exciting opportunity to address head-on today's crisis in the rising costs of higher education, and SMC is ideally positioned to help ensure the success of this critical pilot program through its excellent standing with ACCJC and international recognized success in providing top quality, innovative instructional programs. Potential benefits to students and the community are significant.

Evidence of strong Fiscal Management
SMC has a history of strong fiscal management resulting in a stable fiscal environment. For the past five years, there were no fiscal findings in audits of the College's financial statements, and the College

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[8] Data from the California Community College Chancellor's Office Data Mart

maintained a general fund balance above the level recommended by the California Community Colleges Chancellor's Office during this financially volatile period.

Table 1. Ending Fund Balances for the last Five Years				
Santa Monica College				
2009-10	2010-11	2011-12	2012-13	2013-14
$24,097,578	$27,092,235	$19,785,682	$15,784,905	$20,022,320

Santa Monica College is rated Aa2 by Moody's Investor Service and AA by Standard and Poor's Rating Services. The ratings include a stable outlook, which reflects the College's improved funding environment and the College's continued ability to serve a large number of non-resident students.

Evidence of Sound Accreditation History
Accredited by ACCJC, SMC has a sound accreditation history. The College received its initial accreditation in 1952, with reaffirmation occurring after each evaluation visit since.

Table 2. Summary of Recent Accreditation Activities, 2004-2016		
Santa Monica College		
Date	*Action*	*Result*
Fall 2016	Comprehensive Evaluation Visit	TBD
March 2013	Midterm Report submitted	Accepted by ACCJC
March 2010	Comprehensive Evaluation Visit	Accreditation reaffirmed
August 2009	Substantive Change proposal to offer more than 50% of course units via Distance Education	Accepted by ACCJC
June 2006	Substantive Change proposal to provide instructional services at Compton College for two, five-week summer intersessions to ensure uninterrupted instructional services	Accepted by ACCJC
March 2004	Comprehensive Evaluation Visit	Accreditation reaffirmed

Evidence of Strong Program Management
Administrative guidance for the baccalaureate degree in Interaction Design will be provided by SMC's Dean, Instructional Services with additional support from the Associate Dean, Student and Instructional Support. The Dean, Enrollment Services will be the point person for the Student Services division. Four full-time and several adjunct faculty, under the guidance of a dedicated advisory board, will provide discipline expertise and, together with a full-time, dedicated counselor, academic advising services. Additional support includes both technical and clerical staff.
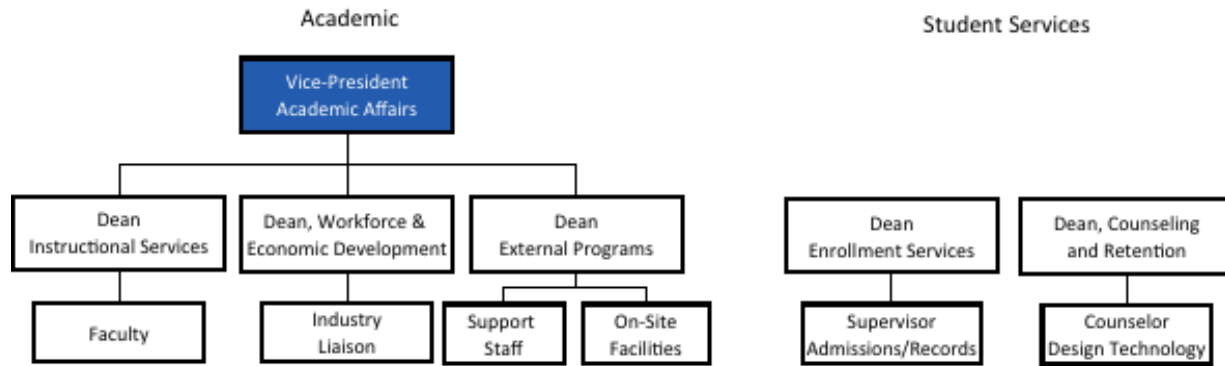
Figure 1. Organizational Chart - Human Resources Supporting the Proposed IxD baccalaureate degree.

Jamie Cavanaugh, tenured Associate Professor of Graphic Design at SMC, is providing discipline leadership for the baccalaureate program in Interaction Design, along with her tenured faculty colleagues Zeny Baduel, David Javelosa, William Lancaster, and Design Technology Department Chair, Chris Fria. Adjunct faculty members will also participate in development of the program. SMC's Graphic Design faculty members possess rich industry experience and are already teaching courses included in the proposed curriculum at the lower division level.

Evidence of the College's Commitment to Professional Development
Santa Monica College is committed to providing Professor Cavanaugh with the support she will need as faculty leader of the IxD baccalaureate degree program. The College is already committed to providing professional development opportunities for its faculty, and IxD faculty are eligible for support via conference and travel funding as well as sabbatical and fellowship opportunities to enable their participation in a number of relevant activities. Attending conferences such as the Interaction Design conference from ixda.org, UX Week, Smashing Conference, and An Event Apart; participation in boot camps and courses through General Assembly, Treehouse, Lynda.com; and externships within the industry are examples of activities under consideration.

Evidence of Strong Student Support Services
Robust student support services are also critical for program success. The IxD program will be housed at the College's Center for Media and Design located just a few minutes from the main campus. This self-contained site has a student services office staffed by an administrative assistant trained to handle student requests and provide information. A full-time counselor well-versed in the existing Graphic Design programs will receive additional training on the proposed baccalaureate degree. The dedicated counselor will collaborate with program faculty to provide students with effective academic advising services. SMC's Dean, Enrollment Services will lead development of upper division enrollment procedures. The Center for Media and Design campus also has a full technical support staff on site including a dedicated Information Systems Administrator and lab support staff for the open computer lab. SMC's Associate Dean for Career Technical Education will be located on site.

Last year, the Design Technology department moved temporarily from its home at the College's Academy of Entertainment Technology to allow for a full remodel and expansion of that facility. In recognition of the expanded scope of programs housed in the facility, including the IxD baccalaureate program, the site will be renamed the Center for Media and Design. The new facility is scheduled for completion in July of 2016 and will provide ample infrastructure and capacity to house the new IxD

baccalaureate program—a natural fit with other, existing programs already planned for the facility including the Design Technology department, the Film and Broadcasting programs, and the public radio station, KCRW.

Architect's image of the facility scheduled to open in 2016 and identified to house SMC's IxD program.

This high tech facility will provide the IxD program with:

- 4 Windows-based computer classrooms
- 3 Macintosh-based computer classrooms
- An open computer lab with over 80 Windows and Macintosh workstations
- 7 private editing bays for students
- Multiple collaborative spaces for students to gather, interact, and test projects
- Adobe Creative Cloud software suite
- Student access to Lynda.com and Digital Tutors online tutorial libraries
- An on-site tutoring lab for Math, English, and general education course support

Additional software and equipment used in the industry will be purchased for the upper division curriculum for the IxD program including Omnigraffle, Axure, or Balsamiq software applications; approximately 30 Arduino microcontroller boards; a 3-D printer; and other hardware for student projects.

In summary, Santa Monica College is well positioned to implement the baccalaureate degree in Interaction Design quickly, efficiently, and successfully based on:

- a brand new facility,
- momentum in addressing the need for designers with IxD skills
- faculty well-versed in the field and qualified to teach upper division course work,
- strong connections with and support from the high tech and design industries,
- Silicon Beach location,
- student interest in the field and the degree, and
- membership in the innovative, consortium-based Career Pathways Trust grant project, "LA HI-TECH" which provides outreach to area high schools in this and related fields.

E. Evidence that:

1. The institution has received all necessary internal and/or external approvals

As stated above, the Career Technical Education committee voted to put forward Interaction Design as the proposed baccalaureate degree program from SMC, making a recommendation to both Academic Affairs and the Board of Trustees. Since SMC received approval by the California Community Colleges Chancellor's Office to be one of the 15 pilot colleges to develop a baccalaureate degree, the Curriculum Committee has had an interdisciplinary subcommittee working on the general education, major, and unit requirements for the degree. As each course is fully developed, it will go through the regular curriculum processes for approval.[9]

In January 2015 SMC received approval from the California Community Colleges Chancellor's Office to be one of the 15 pilot colleges to offer a baccalaureate degree.

2. Verification the institution is authorized by its state/government to offer the proposed baccalaureate degree

On May 18, 2015 the Board of Governors for the California Community Colleges approved SMC's program in Interaction Design as one of the 15 pilot colleges per SB 850.

3. There is sufficient demand for the program within the area served by the college

In the short time since the College announced its intent to apply to offer a baccalaureate program in Interaction Design, SMC students and alumni have responded with enthusiasm, writing individual letters to the College conveying interest and support in the program[10]. SMC's Design Technology Department collected a survey from students in which 90% of the respondents expressed an interest in an Interaction Design degree.

Alumna and successful User Experience Designer Jill DaSilva states, "When I was looking for Graphic Design and Web Design education, SMC was the only school that offered a quality education without requiring me to go into debt. By offering this four-year program, SMC could be in a position to offer an affordable, quality education with a very high employment rate post-graduation. A baccalaureate degree would definitely have helped me command a higher salary right out of school."

Locally and statewide, technology and design industry leaders are also enthusiastic supporters of SMC's proposed IxD baccalaureate program. Disney, Sony, Amazon Web Services, Lionsgate, Paramount, and NBC networks are among many technology and design sector employers who have expressed their support for the baccalaureate degree in letters to the College.[11] This includes members of the Graphic Design program advisory board who have expressed the need to broaden student skills to include IxD and the related field of User Experience (UX). SMC received over 100 letters of support from employers, city leaders, K-12 educators, chamber presidents, and many more.

"The Interaction Design field has evolved so quickly even the tech industry can barely keep up with its growth – the shortage of skilled interaction designers is just overwhelming," says Steve Vincent, Vice President, Music & Soundtracks for Disney Channel Worldwide. "We need these graduates to continue our symbiotic relationship with the economy of Los Angeles and California."

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[9] Curriculum Committee

[10] Visit www.smc.edu/IxD to view letters of support from SMC students and alumni.

[11] Visit www.smc.edu/IxD to view letters of support from the region's technology and design industry.

"California, with its prominence in technology and media, is at the forefront of creating the future, and interaction design is a crucial part of that. We literally cannot educate designers fast enough for the many, many roles they are currently filling, in everything from medical devices to governmental policy…I believe that a baccalaureate level of education is necessary to adequately prepare students for jobs in this area of interplay amongst design, user experience, and technology," states Dan Saffer, creative leader, interaction designer, and the author of four books on design.[12]

The need for a baccalaureate level degree in Interaction Design is evidenced by examination of labor market gap analyses and current job postings in the field. Area companies such as Activision, Capital Group, DIRECTV, Electronic Arts, Google, Snapchat, Sony Pictures, Symantec and Walt Disney Parks and Resorts, to name a few, are all looking for IxD/UX designers.[13] According to Fast Company, "IBM announced on March 27, 2014 more than $100 million in global investments to greatly expand its UX (user experience) consultation practice, which serves clients in the realm of experience design and engagement. That includes 1,000 new employees and 10 new Interaction Experience labs."[14] In "Silicon Beach," Southern California, and state-wide there is overwhelming industry demand for highly trained people in User Experience (UX) and Interaction Design (IxD), and the profession is highly paid. The median salary for UX or IxD professionals in Southern California is $115,000, according to a 2014 salary survey by the User Experience Professionals Association (UXPA).[15]

Interaction Design, an emerging field, is somewhat difficult to study via traditional labor market sources because it has not yet been assigned a Standard Occupational Code (SOC). However, a gap analysis of related SOC's conducted by Economic Modeling Specialists Intl. (EMSI) supports the need for more professionals in this field, and at the baccalaureate level of education.

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[12] See http://www.odannyboy.com/ for more information on Dan Saffer and his publications.
[13] All of the aforementioned companies had current postings for these positions in November 2014 on indeed.com. Examples of job postings are given at www.smc.edu/IxD .
[14] See www.fastcodesign.com/3028271/ibm-invests-100-million-to-expand-design-business.
[15] https://uxpa.org/system/files/public/UXPASalarySurvey2014_Final.pdf

Table 3. Job Projections and Gaps for California and Los Angeles										
	California					Los Angeles				
Occupation Title (SOC)	2014 Jobs	2019 Jobs	PSV* Gap	AA/AS Gap	BA Gap	2014 Jobs	2019 Jobs	PSV* Gap	AA/AS Gap	BA Gap
Graphic Designer (27-1024)	28,103	28,971	709	769	2,010	19,873	20,580	239	165	688
Web Developer (15-1134)	18,288	20,619	148	169	768	8,437	9,071	37	26	160
Software Developer, Applications (15-1132)	101,372	114,681	365	520	1,748	17,365	17,957	23	52	76

Economic Modeling Specialists International (EMSI), Data for Los Angeles Count and California, Nov. 2014.
*PSV=Post Secondary Vocational Education

Table 4 indicates actual job postings by job title for positions likely to be filled by IxD professionals, while Table 5 emphasizes the need for baccalaureate-level preparation.

Table 4. Job Postings by Title		
Title	California	Los Angeles
Software Engineer*	29,803	1,820
Java Software Developer	6,999	358
User Interface (Ui)/User Experience (Ux)/Interaction (Ix) Designer/Developer/Architect	6,409	685
Web Designer/Developer	5,529	423
Graphic Designer	4,429	554
Software Developer	4,076	403
Totals	57,245	4,243

Burning Glass Technologies Data for Los Angeles and California Job Titles; Nov. 1, 2013 – Oct. 31, 2014
*Interaction Designers are members of software engineering teams who focus on front-end design.

Table 5. Distribution of Minimum Education Requirements		
Education	Postings	% of College Openings
High School Diploma	2,771	3.8%
Certificate of Associate's Degree	907	1.3%
Baccalaureate Degree	64,534	89.6%
Graduate or Professional Degree	3,780	5.3%

Burning Glass Technologies Data for California Job Postings by Minimum Education Requirements, Nov . 1 2013 – Oct. 31, 2014.

F. Evidence that each Eligibility Requirement will still be fulfilled, specifically related to the change

1. Authority

Santa Monica College is a state, public two-year community college, one of 113 such institutions comprising the California Community Colleges system and authorized by the State of California. Therefore, Santa Monica College operates as an educational institution and awards degrees under the auspices of the Board of Governors of the California Community Colleges and, like all California community colleges, is governed by a locally elected Board of Trustees. At the May 18, 2015 California Community College Board of Governors meeting, by unanimous vote, Santa Monica College was authorized as one of 15 community colleges to offer a baccalaureate degree, specifically in the area of Interaction Design[16].

2. Mission

Santa Monica College's mission statement is clearly defined, adopted and published by its governing board consistent with its legal authority. In response to the option of offering a baccalaureate degree the mission was recently revised and approved through the participatory governance processes and by the Board of Trustees in April 2015. This statement defines SMC's commitment to student learning and forms the basis for the College's Institutional Learning Outcomes, supporting goals, and the annual institutional objectives published in the *Master Plan for Education*[17]. The mission statement is included in the college catalog, *Schedule of Classes*[18], and other significant publications and is posted on the college website. The statement appropriately reflects the College as an open access institution, offering degree and certificate of achievement programs that prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning. Institutional commitment to student learning is central to the mission statement. The College strives for students to learn to contribute to the global community as they develop an understanding of their personal relationship to the world's social, cultural, political, economic, technological, and natural environments.

3. Governing Board

The Santa Monica Community College District Board of Trustees, elected at large by Santa Monica and Malibu residents, consists of seven members who represent the local community and a Student Trustee (with an advisory vote), elected by the student body to represent student issues and concerns. The Board establishes policies consistent with the College's mission and is responsible for the institution's financial integrity and stability to ensure a sound educational program. All regular and special meetings are open to the public; all Board actions are taken in public, except where state law provides otherwise; and an opportunity for members of the public to address the Board is provided at each meeting. All Board members are expected to adopt and adhere to the principles and standards defined by the Board of Trustees Code of Ethics[19] and Conflict of Interest Code[20].

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[16] Press Release, Board of Governors May 2015 meeting
[17] Master Plan for Education and Updates
[18] Schedules of Classes
[19] Board Policy 1230

4. Chief Executive Officer

The Chief Executive Officer is Interim President/Superintendent Jeffery Shimizu. The Santa Monica College Board of Trustees has the responsibility for hiring and evaluating the Chief Executive Officer of the College and delegates full authority to the Superintendent/President to administer Board policy and to oversee the general operations of the institution. The Superintendent/President has responsibility and oversight for all programs and support services at the College including the proposed Bachelor of Science in Interaction Design.

5. Administrative Capacity

The Superintendent/President is directly supported by a senior staff consisting of the Executive Vice President; the vice presidents of Academic Affairs, Student Affairs, Enrollment Development, Business and Administration, and Human Resources; the Senior Director, Governmental Relations and Institutional Communications; and the Campus Counsel. Senior staff members are responsible for providing vision and leadership for all college operations[21]. They, in turn, are supported by various deans, associate deans, directors, managers, and supervisors, who are responsible for specific departments or operations. All administrators meet or exceed the minimum qualifications for their positions in terms of educational preparation and experience. The Dean, Instructional Services will have operational oversight of the proposed Bachelor of Science degree in Interaction Design with support from other administrators, instructional faculty, and counselors on campus.

6. Operational Status

The College is in full and continuous operation with four sessions per academic year. In Fall 2014, Santa Monica College served 33,616 students, with approximately 10.3% (3,457) students enrolled in noncredit courses and the remainder in credit courses. Approximately 82.5% (24,890) percent of students enrolled in credit courses identified a goal of achieving an associate degree, career technical certificate, and/or transfer requirements. The proposed Bachelor of Science degree in Interaction Design is based upon the Associate degree in Graphic Design, providing a clear degree pathway for students.

7. Degrees

Santa Monica College offers 154 degrees and certificates of achievement. In Fall 2014, 82.5% (24,890) percent of students enrolled in credit courses identified a goal of achieving an associate degree, career technical certificate, and/or transfer requirements. A majority of the College's credit courses are applicable to the associate degrees and/or meet requirements for career technical certificates. Of those courses that are not degree applicable, most fulfill the College's mission of pre-collegiate skills development in mathematics and English. The courses that are part of the proposed Bachelor of Science in Interaction Design will fulfill degree requirements as established through the curriculum approval processes.

8. Educational Programs

In accordance with its mission, Santa Monica College offers educational programs[22] that enable students to transfer to universities, prepare for careers, and develop college-level skills. The College currently offers courses in more than sixty fields of study for which the primary objective is to prepare students

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[20] Administrative Regulation 2141
[21] Santa Monica College Organizational Charts
[22] Santa Monica College catalog

for transfer to four-year institutions and/or to complete the requirements for the Associate in Arts degree. Students also have the opportunity to prepare for employment or retrain to maintain state-of-the-art skill levels in more than thirty career technical education fields of study for which certificates of achievement are awarded upon successful completion of requirements in the major. Student learning outcomes have been identified and are assessed for all courses and programs. Santa Monica College is nationally and internationally known for the high quality of its academic programs and its success in preparing students for university transfer. This reputation is substantiated by the fact that the College transfers more students than any other community college to the University of California, the University of Southern California, and Loyola Marymount University and by its many specific articulation agreements with four-year institutions nationwide. All Associate degree programs are two academic years in length. The proposed Bachelor of Science degree in Interaction Design will require four years of study.

9. Academic Credit:

The College follows standard Carnegie unit policies and practice for awarding course credit.

10. Student Learning and Achievement:

Santa Monica College has established and published Institutional Learning Outcomes for all students who attend the College, and these outcomes are assessed regularly to improve student learning programs and services. The educational objectives for each Santa Monica College degree or certificate program are defined through the College's curriculum approval process and published in the College's printed and online catalog. Student learning outcomes have been developed and regularly assessed for all courses and programs, and the results are used to improve programs and services. Regardless of location or instructional delivery method, the expected outcomes of a given course or program are the same. Program Learning Outcomes assessment results are published on the College website[23] and distributed to program faculty for analysis as part of the Program Review process.

11. General Education

Santa Monica College Associate degree programs require the successful completion of at least sixty units of course work beyond the basic skills level. Each degree requires completion of at least eighteen units in a major field of study or area of emphasis. In addition to the major requirements, Santa Monica College requires a minimum of eighteen units of general education in Natural Science, Social Science, Humanities, Language and Rationality, and Global Citizenship. Students receiving the Associate degree demonstrate competency in the use of language by successfully completing English 1 (Freshman Composition). Competence in computation is demonstrated by completing a mathematics course at or above the level of Math 20 (Intermediate Algebra) or by passing the mathematics proficiency exam and completing one course from a list provided in Language and Rationality, Group B of the Associate Degree General Education Pattern. The general education core curriculum contributes significantly to student achievement of the College's Institutional Learning Outcomes and forms the basis for transfer requirements. Santa Monica College is nationally and internationally known for the high quality of its academic programs and its success in preparing students for transfer to baccalaureate institutions.

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[23] Program Learning Outcomes assessment results

For the proposed Bachelor of Science degree in Interaction Design, the College plans 39 semester units of general education, six of which will be at the upper division level. Details on the breadth distribution are given in section I of this document.

12. Academic Freedom

Santa Monica College's academic freedom statement[24] ensures that faculty and students can examine controversial issues in an objective manner, have access to all required information sources, and develop an understanding of conflicting viewpoints through critical thinking without fear of reprisal. It also stresses integrity and responsibility. This statement is widely distributed, as are the Academic Senate's Statement on Professional Ethics[25] and the Code of Professional Ethics for Managers[26].

13. Faculty

In Fall 2014, Santa Monica College employed 326 full-time faculty members. Faculty hiring processes have been effective in the selection of highly qualified and appropriately experienced full-time faculty members. The duties of a faculty assignment are set forth in the faculty collective bargaining agreement and include curriculum development and evaluation of student learning.

14. Student Services

As an open access community college serving students with diverse goals and interests, Santa Monica College prides itself on the quality and range of student support services available[27]. Access to and quality of service are critical matters taken seriously by those involved in their planning and delivery. SMC has one of the largest Counseling departments in the state with approximately 50 full time and 100 part time counselors. Counseling services are offered in numerous unique and varied student support programs including 24 specialized counseling programs. These range from those that are academically oriented to those that cater to first generation or historically underrepresented students to those that serve a particular student interest or characteristic. Each program offers academic and/or career counseling, and in many cases mentoring/coaching and tutoring are also offered. Specialized counseling programs exist to address the unique needs of students facing financial and economic barriers, physical and learning disabilities, childcare issues, licensing regulations, and federal, state, and local program requirements. The College also provides opportunities for student involvement that enhance student retention, assist with definition and clarity of personal and educational goals, and stimulate goal attainment through a commitment to academic excellence.

15. Admissions

As an open access community college, Santa Monica College has no formal admissions testing requirements. However, students are mandated to complete the Santa Monica College assessment process when enrolling in more than six units or for a second semester per Administrative Regulation 4111.4[28]. Management and oversight of the assessment/placement process at Santa Monica College resides with the Assessment Center, which has the primary responsibility for assessing students' reading, writing, and mathematics skills. Santa Monica College will follow the guidance of the California

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[24] Board Policy 5210
[25] Academic Senate Statement on Professional Ethics
[26] Code of Professional Ethics for Managers
[27] Student Services programs
[28] Administrative Regulation 4111.4

Community Colleges Chancellor's Office and work with the other 14 colleges in the pilot program for establishment of admissions criteria for the baccalaureate degree.

16. Information and Learning Resources

The Santa Monica College Library[29] has 103,194 books, 40 print periodical subscriptions, and 3,010 videos. With regard to electronic resources, the Library currently has 19,000 electronic books and subscribes to 50 electronic databases, which provide access to over 7,300 full-text periodicals. These electronic resources support the curricular needs of both traditional and online students and are available 24/7. The Library has a state-of-the-art computer classroom for library instruction, 21 group study rooms, over 200 computers for student use, and over 1,300 seats configured in a variety of ways to meet differing learning styles. The College's student computing facilities provide access to approximately 1,400 computers in drop-in labs, in computer classrooms, and in some facilities used in both ways, according to posted schedules. The College's Learning Resource Center has been decentralized to build a stronger bond with the students and faculty served. Components include the English and Humanities Center, the Math Center, the Modern Languages Tutoring Center, the Health Sciences Center, and the Science Tutoring Center. The Center for Media and Design has a dedicated computer lab with staff available to assist students as well as an on-site tutoring lab for Math, English, and general education course support.

The Director of Library Services is working with the Bachelor's Degree Task Force and has confirmed the following:
- The Library has sufficient funds to purchase materials in a variety of formats and modes of access to support this program.
- The Library faculty members are working in collaboration with the IxD discipline faculty regarding the library support for the program.
- The Library will renew its subscription to Safari Tech Books online which covers computers and application software including areas relevant to this program.
- Selection and purchase of materials for the program is in progress.

17. Financial Resources

The Superintendent/President presents balanced budgets that support personnel and operational expenditures to the Board of Trustees on a yearly basis. He provides regular reports that outline the budget's possible impact and ramifications. The annual budget of Santa Monica College meets the expenditure requirements of state law, and the College's reserve for contingencies has consistently exceeded the five percent recommended by the California Community Colleges Chancellor's Office.

18. Financial Accountability

Santa Monica College undergoes an annual financial audit, conducted in accordance with the requirements of the California Community Colleges Chancellor's Office. Audit findings support the overall preparation of the budget and financial statements of the College as conforming to accepted accounting principles. Corrections are responded to in a timely manner, and an annual audit report is presented to the Board of Trustees at a regularly scheduled public meeting, providing the opportunity for public comment. Audit results have steadily improved over the last six years, culminating in a perfect

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[29] Santa Monica College Library

audit, free from audit findings, for seven consecutive years from FY 20007-08 thru FY 2013-14. (The audit for FY 2014-15 is expected to be completed by December 2015.)

19. Institutional Planning and Evaluation

Student Learning Outcomes mapped to Institutional Learning Outcomes have been developed for all courses and instructional programs and student and instructional support services, and they are assessed regularly. The assessment results are used to improve effectiveness. The College's operational services have developed unit outcomes that support the College's Institutional Learning Outcomes and are assessed. Santa Monica College's Mission, Vision, Values and Goals serve as the primary guide for college planning processes, which call for substantial participation from the college community in the form of dialogue and process. The five Institutional Learning Outcomes serve as the College's central goals, with five supporting goals that define how each area of the College will contribute to the achievement of these outcomes. The District Planning and Advisory Council[30], as the central planning body, identifies the specific planning issues to be included in the annual update of the *Master Plan for Education*. Through the annual updates of this document, the College identifies new institutional objectives for the coming year and assesses its progress relative to the prior year's institutional objectives. Each institutional objective is mapped to at least one Institutional Learning Outcome, Program Review recommendations or overarching issues, and strategic initiatives or action plans. Inclusion of a cost estimate, funding source, and budget planning narrative ensures a connection with budget realities. Several other pivotal and related documents—including the *Master Plan for Technology* and the budget plan—are developed with the participation of DPAC subcommittees and inform the *Master Plan for Education*[31] annual update in specific planning areas. Through review of its annual report, the District Planning and Advisory Council evaluates its effectiveness each year and makes changes to its processes and charge as needed. Institutional research plays an important role in the planning efforts of the College, in the assessment of its effectiveness in providing quality educational programs and services, and in assisting departments and programs to review outcomes for quality and measurability and strengthen their assessment plans to ensure sustainability. The annual *Institutional Effectiveness*[32] report communicates these findings to the campus community and the public.

20. Public Information

Santa Monica College provides an annually updated catalog (both printed and online)[33]. It includes general information about Santa Monica College, such as the official name, address, telephone number, and web address; the locations of satellite sites; the Institutional Learning Outcomes; the Mission, Vision, Values and Goals statements; course/program/degree offerings; the academic calendar; the academic freedom statement; available financial aid and other student support services; available learning resources; admissions information; acceptance of transfer credits; assessment information; student fee information and refund policies; and requirements for degrees and certificates. Because requirements for transfer change frequently, students are directed to access the online student-transfer information system, ASSIST, to obtain the most current information. For the most up-to-date Associate degree and career technical certificate requirements, students are directed to the "Programs of Study" website[34] which is maintained by the Articulation Officer who also sits on the Curriculum Committee.

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[30] District Planning and Advisory Council
[31] Santa Monica College Master Plans and Student Equity Plan
[32] Institutional Effectiveness report 2015
[33] Santa Monica College catalog
[34] Programs of Study

The college catalog also identifies the Board of Trustees and the names of and degrees held by academic administrators, full-time faculty and associate faculty members. Major policies affecting students such as grievance and complaint procedures, sexual harassment, nondiscrimination, the Student Conduct Code and the Code of Academic Conduct are also published in the catalog. Much of this information is also published in the widely distributed *Schedule of Classes* and all of it is available on the college website. Every effort is made to ensure that the College is represented with precise, accurate and current information. The Public Information Officer helps the College uphold this commitment and acts as a liaison to the public as well as news agencies.

The College will ensure that information specific to the new baccalaureate degree will be communicated to the public via the same avenues of information dissemination. The catalog, website and specific program pages, and schedule of classes will all contain information pertinent to the baccalaureate degree such as the admissions requirements, acceptance of transfer credits, requirements of the degree, learning outcomes, and course descriptions.

21. Relations with the Accrediting Commission

Santa Monica College has consistently demonstrated honesty and integrity in its relationships with the Accrediting Commission. The College is in full compliance with the standards, policies, guidelines and public disclosure requirements of the Accrediting Commission. The Accreditation Liaison Officer prepares the annual institutional reports through which compliance with Commission standards is reaffirmed and substantive institutional changes are described. In the last ten years, the Accrediting Commission has approved two substantive changes for Santa Monica College—temporary approval to provide instruction for two summer intersessions at Compton Community College (as that institution awaited a decision on its appeal of termination of accreditation) in 2006 and, in 2009, approval to offer through distance education 50 percent or more of the course units of 20 Associate degrees and 27 Certificates of Achievement and/or Department Certificates. Santa Monica College has a long history of providing faculty, administrators and Board of Trustees members to serve as members of or to chair accreditation visiting teams. In recent years, the Executive Vice President, Dean Academic Affairs, the Superintendent/President, the Vice President for Academic Affairs, the Chief Business Officer, the Vice President for Student Affairs, and professors of Political Science have all served as members of visiting teams. Active in statewide community college organizations such as the Academic Senate for California Community Colleges (ASCCC) and the California Community Colleges Chief Instructional Officers (CCCCIO), Santa Monica College faculty members and administrators have participated with Accrediting Commission staff in conference and workshop presentations and have facilitated interaction of Commission staff with these organizations.

G. Evidence that each Accreditation Standard will still be fulfilled specifically related to the change and that all relevant Commission policies are addressed

Santa Monica College continues to meet or exceed all of the standards of accreditation. The College's accredited status was reaffirmed in July 2010 following the last comprehensive evaluation. The College is currently preparing for a fall 2016 comprehensive evaluation.

Accreditation standards and commission policies related to the proposed change are addressed below.

A. Mission

Santa Monica College's mission statement defines its educational purposes, intended student population, and commitment to student learning and success. It 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.

Through the participatory governance process the mission was revised in 2015 to include "undergraduate degrees" in order to be inclusive of the proposed baccalaureate degree. The revised mission statement was approved by the Board of Trustees in April 2015. It is published online[35], in the catalog, and in other public documents. The mission statement is reviewed during strategic planning every five years and as needed in between strategic planning cycles.

The College's mission is central to institutional planning and decision making and informs the objectives for the annual *Master Plan for Education*. In addition, the commitment to open access, high quality education and preparing students for careers and transfer drives the institution's activities. The addition of a baccalaureate degree in Interaction Design does not detract or differ from this mission. In fact, the proposed program will allow the College to fulfill its mission in new and exciting ways.

B. Assuring Academic Quality and Institutional Effectiveness

The Institutional Effectiveness Committee (IEC), a joint committee of the Academic Senate, produces an annual "Institutional Effectiveness" report. This report assesses and evaluates student learning and outcomes, student services and their effectiveness, fiscal stability, the physical environment, and student equity from an institutional perspective. There are 48 indicators in this report organized around the five supporting goals of the College which derive from the College mission. The scope and function of the IEC are as follows:

Scope

The Institutional Effectiveness Committee works with all district units to achieve and sustain proficiency in the formulation, assessment, and analyses of multiple effectiveness measures in order to inform the Program Review and Institutional Planning processes as well as aid in the preparation of periodic accreditation self-evaluations.

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[35] Santa Monica College mission statement

- Coordinates policy and provides assistance to the Curriculum and Program Review Committees as well as all instructional departments and non-instructional and administrative units.
- Ensures that these departments and units understand the importance of outcomes analysis and its role in the ongoing cycle of outcomes definition, assessment, and revision.
- Sustains the infrastructure for reporting and collecting outcomes data.
- Facilitates the linkage between the Office of Institutional Research and the planning process through the identification and analysis of institutional data such as student engagement, campus climate, and other surveys.
- Reviews those parts of the annual Program Review Reports having to do with data-based evaluation of programs.
- Make suggestions to DPAC especially in regard to the development and assessment of the College's strategic initiatives.
- Reviews institutional level outcomes data to inform program and institutional decision-making and planning

Program Review

Departments, programs, and units prepare an annual program review report, and every six years each department, program, and unit prepares a comprehensive program review. In the program review report departments are asked to reflect on the populations served, the relationship between student learning outcome assessment and program improvement, and other evaluation measures used to inform program planning. In addition departments set objectives and plans for the future based upon conclusions drawn from data, assessments, and other evaluation measures. Finally department are asked about human, physical, and fiscal resources needed to achieve objectives and goals. The scope and function of the Program Review Committee is as follows:

Scope:
The Committee reviews all existing instructional, student and instructional support, and administrative services programs to document and ensure that all programs are engaged in ongoing self-evaluation and assessment to maintain and enhance their quality, vitality and responsiveness. The committee also collects and disseminates annual program reports that provide specific information used for planning.
Functions:
A. Recognizes strengths and achievements of programs.
B. Works with both the Curriculum and Institutional Effectiveness Committees to encourage development and assessment of robust outcomes and assessment plans.
C. Provides thoughtful feedback to enhance program goals and planning based on evaluation/data.
D. Identifies the areas in need of internal and external support.
E. Informs the campus-wide decision-making process.
F. Identifies overarching trends to inform the annual update of the Master Plan.
G. Evaluates, modifies, and updates the process for program review.

The Program Review Committee prepares a report for the District Planning and Advisory Committee (DPAC) on an annual basis. That report and the Institutional Effectiveness report inform the *Master Plan for Education*.

The Bachelor of Science degree in Interaction Design will also be subject to the annual and six year comprehensive Program Review processes. The program and its students will also be integrated into the

Institutional Effectiveness report. This will ensure that the IxD baccalaureate program engages in ongoing assessment of student learning and outcomes, job placement rates, the effectiveness of student services, and other indicators of programmatic success. These data will be used to improve the program every year.

C. Institutional Integrity

Clear and accurate information is consistently maintained in publications and online about the College, its mission, educational programs, policies and procedures, student services, student learning outcome results, and annual data reflecting the effectiveness of the institution. This information is generally updated on either a semester or annual basis or in response to changes. Information regarding the institution's accredited status appears in both the catalog and on the college website. The College is in compliance with the Eligibility Requirements, Accreditation Standards, and Commission policies. The College has maintained a website[36] and email list with updates and new information about the baccalaureate degree on a continuous basis since the initial approval from the Chancellor's Office was received.

Standard II: Student Learning Programs and Student Services

A.   Instructional Programs

In accordance with Santa Monica College's Mission, Vision, Values and Goals, the College provides open and affordable access to high-quality degree and certificate of achievement programs and prepares students for transfer to four-year institutions. Further, these programs prepare students for successful careers, help students develop college-level skills, and foster in students a personal commitment to lifelong learning. The College serves the world's diverse communities by offering educational opportunities that encourage the exchange of ideas in an open, caring community of learners and which recognize the critical importance of each individual's contribution to the achievement of the College's vision. The quality and rigor of the instructional programs are exemplary, and they are evaluated on an annual basis through the Program Review process described above.

The curriculum approval process at Santa Monica College is effective and efficient and ensures that courses meet the College's high standards. The development of a new course or program begins with faculty experts (both part-time and full-time) in the particular curriculum area. Faculty may bring to fruition their own ideas for new courses, programs and certificates or develop ideas generated by other sources including student requests for the course or program, department chair requests, results from student learning outcomes assessments, survey results, advisory board recommendations, grant requirements, requests from transfer institutions, or requests from local employers. While curriculum development is the responsibility of the full-time faculty, part-time instructors also propose new courses. Indeed, part-time faculty members are active within their disciplines and frequently bring cutting-edge awareness and knowledge to the College's programs. The baccalaureate degree program will be subject to the regular curriculum processes of the College.

SMC has student learning outcomes at the institutional, program, and course levels. These outcomes are assessed and results are used for program improvement and/or revision of the student learning outcome. Outcomes data are provided to departments for the purposes of program review and course

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[36] SMC Interaction Design

and program improvement. The proposed baccalaureate degree is subject to these same institutional requirements and practices.

SMC continues to be a top transfer institution in California and has strong Career Technical Education (CTE) programs in a wide variety of areas. The advisory boards and industry partners help to ensure that the CTE program graduates obtain the skills and content knowledge necessary for success in the workforce.

The addition of the Bachelor of Science degree in Interaction Design will build upon the existing instructional programs, both Graphic Design and General Education, and will be fully integrated into the existing curriculum, student learning outcome assessment, program review, and planning processes at the College.

B. Library and Learning Support Services

The College provides and maintains library and learning support services for all students that are sufficient in quantity, currency, depth, and variety to support the educational programs effectively. The Library provides a vibrant and diverse learning environment for students, and is one of the most heavily used facilities on the main campus of Santa Monica College. The Library offers seating and study areas that accommodate up to 1,300 students, including 21 group study rooms for six to ten students each, tables with power that seat four to eight students and individual study carrels. The computer classroom was designed for library. The Library has 103,194 books, 40 print periodical subscriptions, and 3,010 videos.

The Library recently replaced all of its student computers with 222 new personal computers.   Students have convenient access to the online catalog, web-based proprietary databases, internet resources, Microsoft Office, specialized accessibility software such as Zoom Text, Jaws, Kurzweil, and workstations compliant with Americans with Disabilities Act requirements. In the curriculum process course authors submit recommendations for new library resources to support and enhance the course.

Located on the main campus as well as satellite sites, tutoring and learning support centers offer a variety of services to students, including one-on-one and small group tutoring and access to a wide range of instructional materials such as science models and tutorial software programs. In addition to these centers, the College offers limited tutoring to targeted populations in several special programs. Academic support including tutoring and instructional assistance is available through a variety of learning resource centers (LRC): the Math Lab, the Humanities Writing Center, the Science LRC, the Business/CSIS Tutoring Center, ESL tutoring, Reading Lab, and Modern Languages lab. SMC also provides learning support through a variety of special programs such as Disabled Student Programs and Services and Learning Disabilities programs. The Center for Media and Design has a dedicated computer lab with staff available to assist students as well as an on-site tutoring lab for Math, English, and general education course support.

Santa Monica College is committed to providing students access to technology and to helping them effectively use that technology to reach their educational goals. To facilitate learning, students are provided with access to computer labs, networked resources, software and online services. The College provides more than 1,400 computers for students to use. Computing facilities include computer classrooms and drop-in labs, where students work individually on class assignments and use standard office, online, and discipline-specific software. Some facilities serve both as classrooms and open labs;

for these rooms, the hours of open lab time are posted. The labs are staffed by Academic Computing Instructional Specialists, who ensure that equipment is in good working condition and that student questions are answered promptly and accurately. The Center for Media and Design where the proposed program will be located has its own, dedicated computer lab to support students in classes such as Graphic Design and Interaction Design. The lab will include over 80 Windows and Macintosh workstations; student access to Lynda.com and Digital Tutors online tutorial libraries; Adobe Creative Cloud software suite; additional software and equipment used in the industry will be purchased for the upper division curriculum including Omnigraffle, Axure, or Balsamiq software applications; approximately 30 Arduino microcontroller boards; a 3-D printer; and other hardware for student projects.

C.   Student Support Services

Santa Monica College has long recognized the vital role student support services play in helping students achieve their academic and career goals. The College takes great pride in the breadth and depth of its student services and continues to expand these services, which focus on access, retention and student success. As a result of the Student Success Act of 2012 and with an infusion of Equity and Student Success and Support Program (SSSP) funds earmarked for Student Support Services designed to address the inequitable educational outcomes experienced by some student groups, SMC has also engaged in myriad new retention and support efforts. These include the development of a new, electronic educational planning tool called MyEdPlan; the widespread use of SuccessNavigator to engage students in discussions about the importance of perseverance, help-seeking, and other non-cognitive skills; the initiation of completion counseling, and more.   These efforts are geared towards helping all students achieve their educational goals including transfer, career preparation, Associate Degrees, and certificates. SMC's student services include: Admissions, Assessment, the Black Collegians program, Campus Police, Career counseling, CalWORKS, Counseling, Disabled Student Programs and Services, EOPS/CARE, Financial Aid/scholarships, First Year Experience program, Health Center, International Education Center, Latino Center/Adelante program, MyEdPlan, Ombudsperson, Outreach, Orientation, Pico Promise Transfer Academy, Psychological Services, Scholars program, Student Judicial Affairs, Transfer Center, Upward Bound, Veterans Resource Center, VIP Welcome Day, and the Welcome Center. The vast majority of these programs include a counseling component.

In keeping with a campus wide commitment to accountability while ensuring that services are meeting a high standard of effectiveness, SMC Student Services, including those that are online, routinely engage in collecting reliable and relevant information to facilitate program improvement and decision-making. This commitment has led to enhanced student success outcomes. Internally, all SMC student service programs develop and assess Student Learning Outcomes in alignment with the College's Institutional Learning Outcomes. Each area is also engaged in ongoing self-evaluation and assessment to maintain and enhance their quality, vitality and responsiveness through the Program Review process, which occurs annually and more comprehensively every six years. Student service programs also rely on the Office of Institutional Research (IR) for information which aids in assessing effectiveness.

Students enrolled in the proposed baccalaureate degree program will have access to student services needed to be successful in the program. In addition a counselor will be assigned to serve the students enrolled in the program.

A. Human Resources

Santa Monica College employs administrators, faculty and staff who meet the appropriate qualifications to ensure the integrity and quality of the College's programs and services. Job descriptions and qualifications are publicly advertised and directly relate to the College's mission, vision, goals, and student learning outcomes. SMC has established, published, and adheres to written personnel policies and procedures which are fair and equitably and consistently enacted. These policies are public documents available for review in Administrative Regulations section 3000[37] and the Human Resources department. The Personnel Policies committee and District Planning and Advisory Council's Human Resources subcommittee review and suggest revisions to these policies on a regular basis. Personnel records are secure and confidentiality is maintained. All employees have access to their own records through the Human Resources department.

All faculty members meet or exceed the minimum qualifications as outlined in Education Code and as prepared and reviewed by the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office. Job descriptions include the development and review of curriculum as well as assessment of student learning. Faculty members use the results of the assessment of learning outcomes to improve teaching and learning, and this is integrated into the peer evaluation process. Faculty evaluations occur on a regular cycle.

The faculty members who will teach in the proposed baccalaureate program hold Master's degrees. The counselor assigned to this program holds a Master's degree. The administrators involved in the program each hold at least a Master's degree with at least two who hold a doctoral degree. All faculty, staff, and administrators involved in the proposed program will continue to be subject to the regular personnel policies, evaluation processes, and other practices of the College.

SMC is committed to ongoing professional development for faculty and staff. The Center for Teaching Excellence established three years ago has taken on a leadership role in professional development, providing workshops and special events throughout the year. Professional development provided is consistent with the College mission and includes pedagogical techniques, technology as an instructional tool, closing the student equity gap, as well as many other relevant topics. Faculty members have access to funding via the Professional Development Committee to attend conferences in their disciplines. IxD faculty are eligible for support via conference and travel funding as well as sabbatical and fellowship opportunities to enable their participation in a number of relevant activities. Attending conferences such as the Interaction Design conference from ixda.org, UX Week, Smashing Conference, and An Event Apart; participation in boot camps and courses through General Assembly, Treehouse, Lynda.com; and externships within the industry are examples of activities under consideration.

B. Physical Resources

Santa Monica College has benefited from bond measures approved by voters in 2002, 2004 and 2008. Based upon the College's *Facility Master Plan* and *Capital Outlay Plan*[38], these bond measures have allowed the College to create a dynamic and high quality learning environment for students in support of the mission. SMC has engaged in ongoing development of infrastructure to ensure the safety and

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[37] [Administrative Regulation 3000 series regarding personnel](#)
[38] [Capital Outlay Program](#)

security of the College's physical space over the past two years including the addition of a loud speaker system, upgraded fire alarm systems, on site camera installation, a back-up water system in case of earthquakes, and the execution of drills in each major semester. The College is instituting a "total cost of ownership" model for buildings and equipment to inform planning.

The 2010 measure (Proposition AA) led to the remodeling and expansion of the facility which will house the proposed baccalaureate degree program—the Center for Media and Design. This $38,000,000 project includes a 50,000 square foot renovation of existing instructional space and a 30,000 square feet addition of instructional space which includes multiple state-of-the-art technology driven instructional spaces, computer lab, production and collaboration work spaces for students. This facility will house the Graphic Design and other programs which will complement the Interaction Design baccalaureate degree program effectively.

C. Technology Resources

Technology services are mission critical to Santa Monica College's academic and business operations. As a result the College has rapidly expanded technology services to improve its student success capabilities and meet student, faculty, and administrative operational requirements. To effectively manage this unprecedented growth of technology services, the College utilizes a comprehensive and integrated technology planning process to ensure the effective deployment of technology and its alignment with the College's mission and goals. The integrated committee structure, enables the College to plan for both tactical and longer-range strategic technology requirements. It also ensures the technology infrastructure is able to support the College's mission-critical services, programs and operations. Even during the years of budget crisis, the Information Services committee of the Academic Senate solicited technology needs from academic programs and student services. When funding became available SMC was able to respond to meet those needs quickly.

In the 2014-15 academic year SMC upgraded all classrooms so that every room has "smart" technology available for teaching and learning. Students have access to multiple computer labs. The computers in the Library were also upgraded in 2014-15. Professional development related to the effective use of technology is offered on a regular basis. And the College has policies and procedures in place to guide the appropriate use of technology for teaching and learning in support of our mission.

As stated above, the proposed baccalaureate program will be housed in a newly remodeled and expanded facility with access to appropriate technology to support the curriculum effectively. Faculty will consult with industry partners and advisory board members on a regular basis to ensure that our students have access to appropriate technology so that they are prepared for the work place.

D. Financial Resources

Santa Monica College has a long history of fiscal stability and maintains financial resources that are sufficient to support and sustain student learning and services and to improve institutional effectiveness. For the past five years there were no fiscal findings in audits of the College's financial statements, and the College maintained a general fund balance above the level recommended by the California Community Colleges Chancellor's Office during this financially volatile period. The College considers long-term financial obligations to assure stability, including Other Post-Employment Benefits, increases in state teachers' and public employees' retirement systems (STRS and PERS) costs, and other employee-related obligations. Foundation and fundraising, auxiliary services, general obligation bond

programs, and grants are conducted consistent with the intended purpose of the funding source in accordance with state and federal law, Governmental Accounting Standards Board Statements (GASB), and the Budget Accounting Manual.

The Santa Monica College mission serves as the foundation for financial planning and budget development. Fiscal Services and Academic Affairs and Enrollment Development work closely to align the enrollment plan with a realistic and conservative budget outlook. Fiscal Services and the DPAC Budget subcommittee make recommendations for the annual budget in support of institutional planning and the annual *Master Plan for Education*. For example, the Program Review Committee in its annual report to DPAC identified "total cost of ownership" as an issue to be addressed across the college in terms of operations of buildings and maintenance of equipment and technology. As a result an objective for the *Master Plan for Education* was developed assigning Fiscal Services the task of integrating total cost of ownership into the procurement process. Programs can identify resources needed in the annual or six year program review process. In addition an annual Personnel and Budget Augmentation request process has been instituted. When making such an augmentation request, the requestor must describe how it aligns with the College's mission, the *Master Plan for Education*, *Board of Trustees Goals and Priorities*, *Master Plan for Technology*, strategic initiatives, a program review finding or recommendation, state and/or federal mandates, or health and safety.

Santa Monica College will receive $350,000 in additional funding from the Chancellor's Office to support the initial development of the baccalaureate program. In addition SMC will generate enrollment and retain the increased fee for upper division coursework to support the program. The necessary infrastructure and personnel are in place for the successful launch and sustainability of this program.

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

Santa Monica College is committed to excellence and innovation. It is this commitment that led to the development of the baccalaureate program proposal in Interaction Design. SMC has a strong, participatory governance structure in which all constituents are represented and contribute. The District Planning and Advisory Council (DPAC) is the central planning body for the college and makes recommendations to the Superintendent/President. DPAC is made up of two representatives each from the following groups: Associated Students, Academic Senate, Administration, California School Employees Association (CSEA) Chapter 36, the Faculty Association, and the Management Association. DPAC has several standing subcommittees including: Budget Planning, Facilities Planning, Technology Planning, Human Resources Planning, and College Services Planning. The College engages in strategic planning every five years, and that process is initiated by DPAC. In addition the Academic Senate joint committees lead the college in academic and professional matters. The Program Review and Institutional Effectiveness committees contribute in very significant ways to the annual planning by DPAC, particularly through their own annual reports. The annual *Master Plan for Education* update provides assessment and evaluation of the extent to which objectives have been met and their interrelationship with Board goals and priorities and strategic initiatives.

B. Chief Executive Officer

Jeffery Shimizu is the Interim Superintendent/President of Santa Monica College. Mr. Shimizu follows Dr. Chui L. Tsang who was the Superintendent/President for more than nine years. As the CEO he has

primary responsibility for the quality of the institution and effectively leads the institution in planning, organizing, budgeting, selecting and developing personnel, assessing institutional effectiveness, as well as accreditation processes. He advocates data-driven decision making and planning as well as innovation and excellence in education. Mr. Shimizu has been at SMC for 31 years, serving in both faculty and administrative roles. Most recently he served as the Vice President for Academic Affairs for more than 10 years. Mr. Shimizu works effectively with all campus constituencies, promoting the mission, vision and goals of SMC. He also works effectively with external constituents and partners of the College, generating support for the mission and SMC's role in the community. SMC is currently engaged in a national search for a new superintendent/president.

C. Governing Board

The Board of Trustees is responsible for and committed to ensuring the academic quality, integrity, and effectiveness of the College's academic and student services programs as well as the financial stability of the institution. The Board hears updates and information on a wide variety of college initiatives and receives regular reports from the Superintendent/President, the Academic Senate, and the other DPAC constituent groups including CSEA, Faculty Association, Management Association, and the Associated Students. The Board reviews key indicators and data related to institutional effectiveness and student learning and achievement on a regular basis.

The Board engages in regular updates to its policies in a manner consistent with the College and its mission, prioritizing educational quality and student success. The Board has adopted a code of professional ethics and conflict of interest policy. The Board delegates full responsibility and authority to the Superintendent/President to implement and administer board policies without undue interference. The Board acts as a collective entity, and each member acts in support of the decisions made by the body. Every summer the Board conducts an evaluation and sets the goals and priorities for the year. These goals and priorities both inform and are informed by the annual *Master Plan for Education* update. In addition the Board engages in "study sessions" at least twice per year, focused upon a topic of particular importance to the College. The Board is informed about accreditation processes, standards, and policies and the college's accredited status.

D. Multi-College Districts and Systems

Santa Monica College is a single college district.

Commission Policies

Santa Monica College adheres to the ACCJC commission policies and will continue to with the offering of the proposed baccalaureate degree program. The following commission policies have been identified as those that are relevant to this substantive change proposal.

Policy on Award of Credit

Santa Monica College has a longstanding, rigorous curriculum review and approval process which uses the Program Course and Approval Handbook published by the Chancellor's Office as its guide. Over the years the Curriculum committee has also followed "best practices" of the Academic Senate for the California Community Colleges (ASCCC), particularly related to the passage of SB 1440, SB 440, and the C-ID process related to Associate Degrees for Transfer in recent years. All courses and programs have student learning outcomes which are mapped to the institutional student learning outcomes. All are

evaluated as part of the ongoing assessment of student learning at SMC. SMC uses the Carnegie unit to determine the appropriate number of units for courses.

The courses for the proposed baccalaureate degree as well as the degree, itself, will undergo the existing curriculum process at SMC. A course is developed at the department level with the faculty author(s) collaborating and consulting with Advisory Board members, industry partners, and fellow faculty members on the course outline. It is then submitted to a technical review committee whose members conduct an initial review of the course for academic rigor appropriate to the postsecondary level, applicability and appropriateness for the program, and that assessment of the student learning and the awarding of unit credit is based upon the achievement of the stated learning outcomes. Often the technical review committee provides feedback to the course author. Once all revisions are complete the course is presented to the Curriculum Committee which is made up of faculty elected by their peers, administrators appointed by the Superintendent/President, and students appointed by the Associated Student government. If approved and mutually agreed upon, the course then is submitted to the Academic Senate for approval and finally to the Board of Trustees. At that point the course is submitted to the California Community Colleges Chancellor's office to receive a course identification number.

Policy on Direct Assessment of Learning

All course outlines of record include examples of appropriate "methods of evaluation" to assess student learning. Discipline faculty regularly review, revise, and evaluate assessments for currency and relevance. Faculty engage in discussions at the department and committee level regarding the assessment of learning. It is considered best practice at SMC to provide regular, ongoing feedback to students on their learning and achievement in each course. This is reflected in the "model syllabus"[39] as developed by the Academic Senate.

Santa Monica College has clear policies and procedures to determine the awarding of units to students for learning that did not take place at SMC. These are outlined in the college catalog as well as the Administrative Regulations (4000 series) and include transfer of work from other institutions including foreign institutions, credit by exam, College Level Examination Program (CLEP), International Baccalaureate (IB), Advanced Placement (AP), and others. Discipline faculty who meet minimum qualifications are used as experts to determine competence levels to award student credit. The SMC transcript clearly reflects the learning being recognized. The MIS data system is designed and maintained such that it prohibits the awarding of credit for the same learning in a course or program twice.

Policy on Distance Education and on Correspondence Education

Santa Monica College does not offer correspondence education. The college is in compliance with the commission policy on Distance Education.

Every course and every certificate or degree program offered for credit at Santa Monica College, including those offered via distance education, is subject to a rigorous curriculum approval process upon inception. The process, carried out by the Curriculum Committee, ensures that all SMC instructional offerings are consistent with the College's mission, are appropriate to higher education, have well defined and measurable student learning outcomes, and support student achievement of career and/or

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[39] Model Syllabus developed by the Santa Monica College Academic Senate

transfer goals. The same standards are applied regardless of location or means of delivery, including distance education. If an alternative delivery method is proposed, including distance education and hybrid courses, the appropriateness and effectiveness of the proposed delivery method for the particular curriculum is also considered. Course authors must prove that the distance education course will promote robust interaction between the students and content, between the students, and between the students and the faculty member. In addition the course author must prove that all objectives and learning outcomes will be achieved and appropriately assessed. The chair of the Institutional Effectiveness Committee also reviews the proposed Student Learning Outcomes to ensure that they are measurable and support the Institutional Learning Outcomes. A library review ensures that any required library resources are available or can be acquired, and the Disabled Student Services program reviews proposed instructional materials for accessibility. Significant concerns are referred back to the course creator(s) to address, then the course is placed on the agenda for a Curriculum Committee meeting.

Course quality for online classes continues to be a focus and a high priority for the College, with the ultimate goal of effectively serving students to ensure their success. The Distance Education department understands that to meet this goal, it must take a multi-pronged approach in training faculty who teach via distance education, with a focus both on preparation and best practices for online courses. Given the fact that educational technology is an ever-changing arena, supporting faculty in building and sustaining pedagogically sound and high quality online classes is a dynamic and ongoing effort. The Distance Education department provides a number of training support services which assist faculty as they develop a new course. These activities include faculty-to-faculty mentoring for instructors new to teaching via distance education, as well as training provided by the uniform online course management system, *eCollege*. As part of the contract with the platform provider, all faculty who teach distance education courses have access to platform technicians who can address questions specific to instructional multimedia, course development, instructional design and online pedagogy. There is also access to a self-paced, constantly updated, local-faculty-designed tutorial found on the eCollege platform, covering both pedagogical principles and the practical use of the tools housed within the platform.

Online and hybrid classes, require additional and sometimes different types of procedures to ensure quality and currency. The Academic Senate's Distance Education Committee[40] has developed extensive resources for faculty to help with this endeavor. The creation of *FAC101*, a consistently updated, online course-shell for online faculty training, serves as an example of how online resources can be harnessed to maximize the success of online students. At the center of *FAC101* is the Checklist for Online Course Review, which serves as method of ensuring the quality of online instruction. The basic components in this checklist are:

- *Course Home* lists ways to make sure students know what to do when they first enter the online course shell and that students can clearly see how to proceed with various course functions.

- *Syllabus* gives online instructors a guide to the important aspects of an online syllabus, similar to the Model Syllabus developed by the Academic Senate.

- *Course Units* gives instructors an extensive breakdown of what is required in order to create meaningful online content and assignments: how to effectively interact with students and assess

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[40] Distance Education Committee

their assignments meaningfully, how to ensure students are progressing through the material, and how ensure that the content fully engages online students.

Student identities are verified via the single sign-on process integrated with SMC's data system. Academic integrity is a priority for faculty teaching in distance education.

Statement on Diversity

Board Policy 3121 states the following: "The Santa Monica Community College District is committed to building an inclusive and diverse environment and maintains a comprehensive program to ensure that practice reflects these principles. Diversity within the college environment provides opportunity to foster mutual awareness, knowledge, and sensitivity, to challenge ingrained stereotypes, and to promote mutual understanding and respect. The District is committed to a work and learning environment conducive to open discussion and the free exchange of ideas. Global awareness and exploring the diversity of the local communities served by the college are both important components of the College's commitment to diversity. Embodying, promoting and celebrating diversity inspires innovative ideas, practical solutions, and teambuilding in achieving the District's goal of professional and educational excellence."

Santa Monica College has a deep commitment to sustaining a learning environment in which all persons can thrive and achieve their academic and personal goals. This is reflected in the College's mission, institutional learning outcomes, hiring practices, programs and services, and graduation requirements. For many years SMC maintained an American Cultures graduation requirement which required students to take a course which investigated and compared at least three American cultures. In 2007-08 this requirement was conceptualized as a Global Citizenship requirement in recognition of the increasing globalization and the new skills and knowledge it requires. In 2014 SMC established the Student Equity Committee to write and implement the College's student equity plan[41]. In addition student equity became the theme for multiple campus-wide professional development days.

Policy on Representation of Accredited Status

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

> "Santa Monica College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC), 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education.Additional information about accreditation, including the filing of complaints against member institutions, can be found at: www.accjc.org.
>
> ACCJC is one of seven institutional accrediting bodies recognized by the national Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education.
>
> Accreditation is a voluntary system of self-regulation developed to evaluate overall educational quality and institutional effectiveness and to provide public assurance of the quality of education based upon this evaluation.

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[41] Santa Monica College Student Equity Plan

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

Santa Monica College's accreditation was most recently reaffirmed through a March 2010 comprehensive visit. SMC's Midterm Report in March 2013 was accepted by the commission." (http://www.smc.edu/AboutSMC/Accreditation/Pages/About-Accreditation.aspx)

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

Policy on Institutional Compliance with Title IV

Santa Monica College maintains compliance with Title IV of the Higher Education Act through comprehensive financial aid services to students, including first time borrowers. All students pursuing a direct loan are required to complete a Direct Loan Master Promissory Note (MPN) and Entrance Counseling for each year the student is approved for a loan at the College. The goal of Entrance Counseling is to help the student understand what it means to take out a federal student loan. The policies and processes are regularly updated as needed to remain current and compliant with Title IV and State Student Eligibility Requirements and Policies.

The SMC Financial Aid department has the following mission: "The mission of the Financial Aid Office is to help all students achieve their educational objectives through the administration of federal, state, and institutional aid programs. The Financial Aid Office is also committed to providing SMC students access to an education that can enrich their lives and empower them in the global community of tomorrow." Students can access direct service from Financial Aid staff in the office on a regular basis. In addition the staff members give workshops and information sessions on a regular basis throughout the year. SMC has experienced an increase in the percentage of students on financial aid of some type, from 27.7% in 2008-09 to 51.5% in 2014-15.

SMC has maintained loan default rates at an acceptable level while complying with the responsibilities defined by the U.S. Department of Education. SMC has not had any actions taken against it due to compliance with Title IV. For the four most recent years for which data are available, the student loan default rates were as follows:

2009   16.3%

2010   17.1%

2011   10.8%

2012   10.5%

Policy on Institutional Degrees and Credits

Santa Monica College is compliant with the policy on institutional degrees and credits. All Associate degrees require a minimum of 18 units in the major/area of emphasis, general education coursework,

and electives to total at least 60 semester units. The Associate degree generally requires two years of full time study. SMC offers certificate of achievement programs that require concentrated study in a particular field or discipline. Certificate programs generally require less than two years of full time study. The proposed baccalaureate degree will require a minimum of 120 semester units and four years to complete.

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

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

Policy on Transfer of Credit

Santa Monica College awards credit for college units earned at another regionally accredited institution as well as foreign institutions based upon thorough review of the student transcript(s) as well as related information as needed. All coursework from foreign colleges must first be evaluated by an approved agency in the United States that evaluates foreign credentials and transcripts. A current list of approved agencies is maintained on the Admissions and Records website.

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

H. Evidence that the baccalaureate program meets the minimum requirements for the degree (120 semester units or equivalent).

The proposed Bachelor of Science degree in Interaction Design will require 120 semester units. As stated above, the baccalaureate degree program builds upon the Associate of Science degree in Graphic Design which has been offered at Santa Monica College for many years. The 120 unit degree consists of a combination of lower and upper division coursework in the major as well as 39 units of General Education which includes 6 units of upper division General Education. The major coursework includes the following:

Lower Division (46 units)

- Psychology 1, Introduction to Psychology (3)
- Communication Studies 16, Small Group Communication (3)
- Graphic Design 31, Graphic Design Studio 1 (2)
- Graphic Design 33, Typography Design 1 (2)
- Graphic Design 35, Sketching for Graphic Design (2)
- Graphic Design 41, Graphic Design Studio 2 (2)
- Graphic Design 43, Typography Design 2 (2)
- Graphic Design 50, Portfolio and Professional Practices (2)

- Graphic Design 61, User Experience Design 1 (3)
- Graphic Design 64, Digital Imaging for Design (3)
- Graphic Design 65, Web Design I (2)
- Graphic Design 66, Web Design 2 (3)
- Graphic Design 67, Web Design 3 (3)
- Graphic Design 71, Motion Graphics 1 (3)
- Graphic Design 75, Mobile Design 1 (3)
- Graphic Design 76, Mobile Design 2 (3)
- Graphic Design 60, Design Research (2)
- Graphic Design 62, User Experience Design 2 (3)

Upper Division (35 units)

- IXD 310, Interaction Design Studio 1 (4)
- IXD 330, Interaction Design Studio 2 (4)
- IXD 430, Interaction Design Studio 3 (4)
- IXD 460, Tangible Interaction (4)
- IXD 470, Interaction Design Senior Studio (4)
- IXD 450, Interaction Design Portfolio (2)
- IXD 360, Product Design (4)
- IXD 350, Interactive Storytelling (3)
- IXD 370, Advanced Mobile Design (3)
- Choose from below to total 3 units:
  - IXD 490A, B, C, Interaction Design Internship (1, 2, 3)
  - IXD 410, Project Management (2)

I. Evidence that the baccalaureate program meets the minimum baccalaureate level General Education requirements:

1. 36 semester units or equivalent
2. Distributed across the major areas for General Education (arts/humanities, natural science, mathematics, social science, and oral/written communication)
3. Integrated throughout the curriculum (distributed to both lower and upper division courses)

The General Education requirements for the Bachelor of Science degree at Santa Monica College includes 39 units with 6 of those units at the upper division level. Because the college will only offer one baccalaureate degree, two courses will be developed for upper division General Education: Psychology 300, Cognitive Psychology and English 300, Advanced Writing and Critical Thinking. The General Education requirements are distributed across the following major areas: English Language and Critical Thinking, Scientific Inquiry and Quantitative Reasoning, Biological Science, Physical and Biological Science with lab component, Mathematics/Quantitative Reasoning, Arts and Humanities, Social Sciences, and Lifelong Learning and Self Development. In addition the SMC Global Citizenship graduation requirement will be in effect for the proposed baccalaureate degree. These courses may be "double counted" for a General Education area as well as the graduation requirement.

SANTA MONICA COLLEGE GENERAL EDUCATION
PATTERN FOR BACCALAUREATE DEGREE (effective Fall 2016)
(39 semester units including 6 units of upper division coursework)

A	ENGLISH LANGUAGE AND CRITICAL THINKING (9 semester or 12 quarter units, one course from each group):
A1	**COMMUNICATION STUDIES** 16
A2	**ENGLISH** 1
A3	**ENGLISH** 300 **(UPPER DIVISION WRITING/CRITICAL THINKING)**

B	SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING (9 semester units or 12 quarter units): One course is required from B1, one from B2 and one from B4; one course from B1 or B2 must include a lab (courses with a laboratory component are designated in B3):
	PHYSICAL SCIENCE COURSES
B1	**ASTRONOMY** 1, 2, <u>3</u>, <u>4</u>, 5; **GEOLOGY** 1, <u>4</u>, <u>5</u>, 31; **CHEMISTRY** <u>9</u>, <u>10</u>, <u>11</u>, <u>12</u>, <u>21</u>, {22 & <u>24</u>}, <u>31</u>; **MATH** 10; **COMPUTER SCIENCE** 10; **PHYSICS** <u>6</u>, <u>7</u>, <u>8</u>, <u>9</u>, 12, <u>14</u>, <u>21</u>, <u>22</u>, <u>23</u>, <u>24</u> **GEOGRAPHY** 1, 3, <u>5</u>;
	BIOLOGICAL SCIENCE COURSES
B2	**ANATOMY** <u>1</u>, <u>2</u>; **NUTRITION** 1; **ANTHROPOLOGY** 1, <u>5</u>, 9; **PHYSIOLOGY** <u>3</u>; **BIOLOGY** 2, <u>3</u>, <u>4</u>, 9, <u>15</u>, 15N, <u>21</u>, <u>22</u>, <u>23</u>, 75N; **PSYCHOLOGY** 2; **BOTANY** <u>1</u>, 3; **ZOOLOGY** <u>5</u>, <u>17</u> **MICROBIOLOGY** <u>1</u>;
B3	**PHYSICAL AND BIOLOGICAL SCIENCE COURSES WITH LABORATORY COMPONENT** The underlined courses listed in Area B1 and B2 fulfill the lab requirement for Area B3.
B4	**MATHEMATICS/QUANTITATIVE REASONING** **MATH** 21, 54

C	**ARTS AND HUMANITIES** (9 semester units or 12 quarter units): At least one course in the Arts and one course in the Humanities:	
	ARTS [ART HISTORY 3 IS HIGHLY RECOMMENDED]	
C1	**ART** 10A, 10B, 13, 20A, 20B, 40A, 40B; **ART HISTORY** 1, 2, 3, 5, 6, 11, 15, 17, 18, 21, 22, 52, 71, 72; **DANCE** 2, 5; **ENGLISH** 26, 55; **ENTERTAINMENT TECHNOLOGY** 61; **FILM STUDIES** 1, 2, 5, 6, 8, 9;	**GRAPHIC DESIGN** 74; **HUMANITIES** 26; **INTERIOR ARCHITECTURAL DESIGN** 41; **MUSIC** 1, 30, 31, 32, 33, 34, 35, 36, 37, 39, 60A, 60B; **PHOTOGRAPHY** 52; **THEATRE ARTS** 2, 5, 7, 41;
	HUMANITIES [ENGLISH 2 (or equivalent) IS REQUIRED]	
C2	**AMERICAN SIGN LANGUAGE** 1, 2; **ARABIC** 1; **ART HISTORY** 18; **CHINESE** 1, 2, 3, 4, 8, 9; **COMMUNICATION STUDIES** 12, 14; **ECONOMICS** 15; **ENGLISH** 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 17, 18, 26, 32, 34, 38, 39, 40, 41, 45, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59; **ENVIRONMENTAL STUDIES** 14, 20; **FILM STUDIES** 5, 6, 7, 11; **FRENCH** 1, 2, 3, 4, 8; **GERMAN** 1, 2, 3, 4, 8; **HEBREW** 1, 2, 8; **HISTORY** 1, 2, 3, 4, 5, 6, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 24, 25, 26, 29, 30, 33, 34, 38, 39, 41, 43, 45, 46, 48, 52, 53, 55, 62;	**HUMANITIES** 26; **ITALIAN** 1, 2, 3, 4, 8; **JAPANESE** 1, 2, 3, 4, 8, 9; **KOREAN** 1, 2, 3, 4; **PERSIAN** 1, 2; **PHILOSOPHY** 1, 2, 3, 4, 5, 6, 10, 11, 20, 22, 23, 24, 41, 48, 51, 52; **POLITICAL SCIENCE** 51, 52; **RELIGIOUS STUDIES** 51, 52; **RUSSIAN** 1, 2, 8; **SPANISH** 1, 2, 3, 4, 8, 9, 11, 12, 20; **THEATRE ARTS** 7; **TURKISH** 1

D	**SOCIAL SCIENCES** (9 semester units or 12-15 quarter units): Three courses (including one UPPER DIVISION) selected from at least two disciplines: **[PSYCHOLOGY 300 IS REQUIRED]** **[ANTHROPOLOGY 2 IS HIGHLY RECOMMENDED]**

ANTHROPOLOGY 2, 3, 4, 7, 14, 19, 20, 21, 22;	**HISTORY** 1, 2, 3, 4, 5, 6, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 22, 24, 25, 26, 28, 29, 30, 32, 33, 34, 37, 38, 39, 41, 43, 45, 46, 52, 55, 62;
ASTRONOMY 6;	**MEDIA STUDIES** 1, 3, 10;
BUSINESS 1;	**NUTRITION** 7;
COMMUNICATION STUDIES 9, 30, 31, 35, 36, 37;	**PHILOSOPHY** 48, 51, 52;
EARLY CHILDHOOD EDUCATION 11, 18;	**POLITICAL SCIENCE** 1, 2, 3, 5, 7, 8, 11, 14, 21, 22, 23, 28, 31, 47, 51, 52;
ECONOMICS 1, 2, 5, 6, 15;	**PSYCHOLOGY** 1, 3, 6, 7, 11, 13, 14, 18, 19, 25, 40, 300 (upper division)
ENGLISH 32;	**SOCIOLOGY** 1, 1 S, 2, 2 S, 4, 12, 30, 31, 32, 33, 34
ENVIRONMENTAL STUDIES 7, 14, 22, 32, 40;	**SPANISH** 9, 20;
GEOGRAPHY 7;	**URBAN STUDIES** 8;
GEOGRAPHY 2, 8, 11, 14;	**WOMEN'S STUDIES** 10, 20, 30
GLOBAL STUDIES 3, 5, 10, 11;	

E	**LIFELONG LEARNING AND SELF-DEVELOPMENT** (3 semester units or 4-5 quarter units):

BILINGUAL STUDIES 1;	**MEDIA STUDIES** 1;
BIOLOGY 2, 9;	**NURSING** 60*;*
COMMUNICATION STUDIES 35;	**NUTRITION** 1, 4, 9;
COUNSELING 12, 20, 30;	**PHYSICAL EDUCATION ACTIVITY COURSES** *(2 unit limit)*;
DANCE 29;	**KIN PE** 2, 4, 13*,* 14B, 14C;
ENGLISH 31;	**PSYCHOLOGY** 1, 3, 5, 6, 11,13, 19, 25;
HEALTH 10;	

GLOBAL CITIZENSHIP REQUIREMENT (3 semester units or 4-5 quarter units): To fulfill the Global Citizenship requirement for the Associate or Baccalaureate degree from Santa Monica College, students must complete one of the courses listed below with a passing grade.	
ANTHROPOLOGY 2, 14, 19, 21	**GLOBAL STUDIES** 3, 5, 10, 11
ART HISTORY 6, 11, 72	**HEALTH** 60
ASTRONOMY 6	**HISTORY** 6, 10, 14, 25, 32, 34, 39
BIOLOGY 9	**LINGUISTICS** 1
BUSINESS 51	**MEDIA STUDIES** 3, 10
CHEMISTRY 9	**MUSIC** 33, 36, 37

COMMUNICATION STUDIES 14, 37	**NURSING** 60
DANCE 2, 57A	**NUTRITION** 7
EARLY CHILDHOOD EDUCATION 11, 18, 19, 60	**PHILOSOPHY** 20
ECONOMICS 5	**POLITICAL SCIENCE** 5, 21, 22
ENGLISH 9, 10, 49	**PORTUGUESE** 1
ENVIRONMENTAL STUDIES 7, 14, 20, 22, 32, 40	**PSYCHOLOGY** 18, 40
FILM STUDIES 7	**RECYCLING AND RESOURCE MANAGEMENT** 1
GEOGRAPHY 7, 11, 14	**SANTA MONICA COLLEGE STUDY ABROAD**
	SOCIOLOGY 1 S, 2 S, 34

J. Evidence that library and learning resources are sufficient in quality, currency, variety, quantity, and depth to support the baccalaureate program

The Santa Monica College Library provides a vibrant and diverse learning environment for students, and is one of the most heavily used facilities on the main campus. The Library offers seating and study areas that accommodate up to 1,300 students, including 21 group study rooms for six to ten students each, tables with power that seat four to eight students and individual study carrels.

The Library recently replaced all of its student computers with 222 new personal computers. Students have convenient access to the online catalog, web-based proprietary databases, internet resources, Microsoft Office, specialized accessibility software such as Zoom Text, Jaws, Kurzweil, and workstations compliant with Americans with Disabilities Act requirements.

The Library offers several modes of access for students requesting reference or technical assistance:

- online chat
- email
- telephone
- in person
- web form
- embedded chat support within online databases

The Library's collections, developed to meet the varied needs and research endeavors of students, faculty and staff, include all levels of materials from basic skills to scholarly. The Library has 103,194 books, 40 print periodical subscriptions, 23,000 electronic books, 50 electronic databases, which provide access to over 6,700 full-text periodicals, 19,500 freely available full-text periodicals for a total periodical title count of 26,222, and 3,010 videos. Moreover, the reserve collection of 1,818 items offers students short- term access to textbooks and other course materials. 62% of the circulation activity comes from reserve materials.

The electronic books and databases support the curricular needs of both traditional and distance learning students 24/7. The library offers embedded support for these resources via online chat, which is available 24/7 due to the College's consortia agreement with OCLC for "QuestionPoint."

The Library has recently subscribed to LibGuides, a web content management system, that allows librarians to create and edit web pages easily. LibGuides will allow students to find information 24/7. Some examples of the guides the librarians are currently working on include style guides, research topic guides, and course guides.

During the Library's open hours (69 hours/week), the reference desk is staffed by faculty librarians, who field questions in person, by phone and online via chat and email. They conduct one hour bibliographic instruction sessions for classes across the curriculum and topic-specific workshops. Throughout the day, the Library is in constant use by students and faculty and daily visits have steadily increased each year. The average daily gate count in 2013-2014 was 5300 visitors, with daily counts as high as 13,000.

Over the last six years, the College has continued to provide the Library with sufficient funding for the acquisition of materials; total expenditures for library materials for 2013- 2014 exceeded $83,000. The Library's funding includes both college general funds and categorical funds.

The Library holds a permanent, non-voting seat on the Curriculum committee. In the course proposal process the librarian must "sign off" on and acknowledge the library needs for each new course before the course is presented to the committee. The course author is expected to communicate with the librarian and submit a list of suggested resources. The librarian reviews this list and typically suggests additional resources that would complement the current collection and support the new course under review. The comments and suggestions are retained in CurricUNET, the online course and curriculum management system used by the college. These processes will also be in effect for courses developed for the proposed baccalaureate degree program.

The Library has successfully supported the Associate degree program in Graphic Design. The Library will enhance the collection to support the proposed baccalaureate degree in Interaction Design.

K. Evidence that faculty qualifications are rigorous and appropriate in regard to:
1. Discipline expertise
2. Level of assignment (at least one degree level above the baccalaureate degree for faculty assigned to baccalaureate degree courses or equivalent)

Jamie Cavanaugh, tenured Associate Professor of Graphic Design at SMC, is providing discipline leadership for the baccalaureate program in Interaction Design, along with her tenured faculty colleagues David Javelosa, William Lancaster, and Design Technology Department Chair, Chris Fria. Adjunct faculty members will also participate in development of the program. Faculty who teach in the proposed Bachelor of Science degree will meet the qualifications for teaching at the baccalaureate level[42]. In design education, and Career Technical Education programs in general, industry experience

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[42] Faculty Qualifications

counts heavily in faculty qualifications. SMC's Graphic Design faculty possess rich industry experience and are already teaching courses included in the proposed curriculum. Many of the program's adjunct faculty are professionals currently working in the industry. Their presence enriches the learning environment for SMC design students and is an integral part of the Graphic Design program and the Design Technology Department. When the proposed baccalaureate program commences, the department plans to bring in additional industry professionals as adjunct faculty to build even greater connections between SMC students, local industry, and the IxD baccalaureate program to ensure that students are immersed in the latest concepts and approaches.

L. Evidence

1. [SMC Mission and Vision Statement](#)
2. [Minutes of the April 2015 meeting of the Santa Monica College Board of Trustees](#)
3. [Senate Bill 850 (Block)](#)
4. [Notification January 2015](#)
5. [Summary, Board of Governors meeting May 2015](#)
6. ["College of the Future Resolution," Santa Monica College Academic Senate September 2010](#)
7. [CTE Committee rubric for major selection](#)
8. Data from the California Community College Chancellor's Office Data Mart
9. [Curriculum Committee](#)
10. Visit [www.smc.edu/IxD](#) to view letters of support from SMC students and alumni.
11. Visit [www.smc.edu/IxD](#) to view letters of support from the region's technology and design industry.
12. See [http://www.odannyboy.com/](#) for more information on Dan Saffer and his publications.
13. All of the aforementioned companies had current postings for these positions in November 2014 on [indeed.com](#).
      Examples of job postings are given at [www.smc.edu/IxD](#) .
14. See [www.fastcodesign.com/3028271/ibm-invests-100-million-to-expand-design-business](#).
15. [https://uxpa.org/system/files/public/UXPASalarySurvey2014_Final.pdf](#)
16. [Press Release, Board of Governors May 2015 meeting](#)
17. [Master Plan for Education and Updates](#)
18. [Schedules of Classes](#)
19. [Board Policy 1230](#)
20. [Administrative Regulation 2141](#)
21. [Santa Monica College Organizational Charts](#)
22. [Santa Monica College catalog](#)
23. [Program Learning Outcomes assessment results](#)
24. [Board Policy 5210](#)
25. [Academic Senate Statement on Professional Ethics](#)
26. [Code of Professional Ethics for Managers](#)
27. [Student Services programs](#)
28. [Administrative Regulation 4111.4](#)
29. [Santa Monica College Library](#)
30. [District Planning and Advisory Council](#)
31. [Santa Monica College Master Plans and Student Equity Plan](#)
32. [Institutional Effectiveness report 2015](#)
33. [Santa Monica College catalog](#)
34. [Programs of Study](#)
35. [Santa Monica College mission statement](#)
36. [SMC Interaction Design](#)
37. [Administrative Regulation 3000 series regarding personnel](#)
38. [Capital Outlay Program](#)
39. [Model Syllabus developed by the Santa Monica College Academic Senate](#)
40. [Distance Education Committee](#)
41. [Santa Monica College Student Equity Plan](#)
42. [Faculty Qualifications](#)

Appendix A   Minutes of the Santa Monica College Board of Trustees, April 7, 2015, revision of the mission statement
Appendix B   Notification from the California Community Colleges Chancellor's Office
Appendix C   Summary of the Board of Governor's meeting May 2015
Appendix D   Press Release from the California Community Colleges Chancellor's Office
Appendix E   Santa Monica College Academic Senate "College of the Future" resolution