

MINUTES



SPECIAL MEETING/STUDY SESSION

TUESDAY,
MARCH 20, 2018

Santa Monica College
Business Building Room 111
1900 Pico Boulevard
Santa Monica, California

*The complete minutes may be accessed on the
Santa Monica College website:*
<http://www.smc.edu/admin/trustees/meetings/>

MINUTES

The Santa Monica Community College District Board of Trustees Study Session was held on Tuesday, March 20, 2018 at 5:30 p.m. in Santa Monica College Business Building Room 111, 1900 Pico Boulevard, Santa Monica, California.

I. **ORGANIZATIONAL FUNCTIONS**

A CALL TO ORDER - 5:32 p.m.

B ROLL CALL

Barry Snell, Chair - Present

Dr. Margaret Quiñones-Perez, Vice-Chair - Present

Dr. Susan Aminoff - Present

Dr. Nancy Greenstein - Present

Dr. Louise Jaffe – Present

Rob Rader - Present

Dr. Andrew Walzer - Present

Chase Matthews, Student Trustee – Not Present

II. **CLOSED SESSION**

REAL PROPERTY (Government Code Section 54956.8)

Property Address: 1819 Pico Blvd., Santa Monica, California

Under Negotiation: Terms and Conditions of Purchase

College Negotiator: Dr. Kathryn E. Jeffery

Owner's Representatives Vince Muselli

III. **PUBLIC SESSION** – 6:30 p.m.

Public Comments - None

IV. **MAJOR ITEMS OF BUSINESS**

ACTION

#1 Certification of Accreditation Follow-Up Report

#2 Memorandum of Understanding with Shakespeare Center Los Angeles (“SLCA”) –
Outdoor Classroom and Amphitheater

PRESENTATION AND DISCUSSION

3 Budget – Post Supplemental Retirement Plan (SRP)

4 Update: SMC’s Emergency Preparedness Activities

- Crisis Prevention Team and Wellness and Wellbeing Services

V. **ADJOURNMENT** – 8:25 p.m.

The next regular meeting of the Santa Monica Community College District Board of Trustees will be held on **Tuesday, April 3, 2017** at 7 p.m. (5:30 p.m. if there is a closed session) in the Santa Monica College Board Room and Conference Center, Business Building Room 117, 1900 Pico Boulevard, Santa Monica, California.

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	March 20, 2018

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 1

SUBJECT: **CERTIFICATION OF ACCREDITATION FOLLOW-UP REPORT**

REQUESTED ACTION: It is recommended that the Board of Trustees certify the SMCCD Accreditation Follow-Up Report to be considered by the Accrediting Commission for Community and Junior Colleges (ACCJC) at its June 2018 meeting.

SUMMARY: Santa Monica College (SMC) finalized the Follow-Up Report on the issues identified in the accreditation evaluation team report in February 2017. SMC 's accreditation was reaffirmed for 18 months in January 2017 because it was determined that "the institution is in substantial compliance with Standards." The report will be considered by the Accrediting Commission for Community and Junior Colleges (ACCJC) at its June 2018 meeting.

A group of faculty, staff, and administrators was convened to address the four recommendations to meet the Standards. The work was divided among the group based on area of expertise. Each member of the group has collaborated with departments and individuals as needed to obtain the information and evidence required. The responses to each recommendation have been distributed to the members of the Board of Trustees for review.

The full report is presented for certification and will be submitted to ACCJC on March 28, 2018. SMC will be visited by Dr. Gari Browning, another member of the original evaluation team, and Steven Reynolds from ACCJC on April 4, 2018.

The report is attached as Appendix A.

MOTION MADE BY: Margaret Quiñones-Perez
 SECONDED BY: Susan Aminoff
 STUDENT ADVISORY: Absent
 AYES: 6
 NOES: 0
 ABSENT: 1 (Rader)

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	March 20, 2018

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 2

SUBJECT: **MEMORANDUM OF UNDERSTANDING WITH SHAKESPEARE CENTER
LOS ANGELES (“SCLA”) – OUTDOOR CLASSROOM AND AMPHITHEATER**

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees approve the attached Memorandum of Understanding with The Shakespeare Center of Los Angeles (“SCLA”) regarding SMC’s Outdoor Classroom and Amphitheater project.

COMMENT: At its July 11, 2017 meeting, the Board of Trustees approved a contract with Frank Gehry LLP for consulting services regarding the Amphitheater. The project has been identified as having potential for naming opportunities and generally enhancing the appreciation of SMC’s main campus.

The site is under consideration as a permanent site as a summer performance venue by SCLA, a local nonprofit that provides educational programs for youth and students who attend Title One schools and for chronically unemployed veterans.

The proposed Memorandum of Understanding (“MOU”) provides the following:

1. The means for SCLA to provide input into the design of the Amphitheater.
2. SCLA will guarantee SMC not less than \$1 million for naming rights for 40 years. The option for SCLA to name the Amphitheater is for two years, beginning no later than July 1, 2018.
3. Commitment to build the Amphitheater suitable for the presentation of world-class Shakespeare summer performances to a general audience. SMC has sole discretion in determining the design.
4. Direction to SMC to prepare long-term license agreements for no less than 20 years. SCLA shall provide blocks of tickets for students, so that standard license fees can be waived. SMC shall be reimbursed for all labor and materials costs associated with SCLA presentations and festivals.
5. SCLA shall stage its summer Shakespeare festivals exclusively at SMC.

As a further note, the launch of the SCLA Campaign for Permanence is set to include a production of *Henry IV*, directed by Dan Sullivan, with Tom Hanks as Falstaff and Rita Wilson as Mistress Quickly, for 24 performances throughout June at the West Los Angeles Veteran’s Administration property, in the Japanese Garden. We anticipate significant connection between SCLA and SMC, with possible partnerships with SMC’s supporting organizations, in the outreach and branding of the event.

The MOU is attached as Appendix B.

MOTION MADE BY: Margaret Quiñones-Perez
SECONDED BY: Susan Aminoff
STUDENT ADVISORY: Absent
AYES: 6
NOES: 0
ABSENT: 1 (Rader)



Santa Monica College Follow Up Report

Submitted by:

Santa Monica College
1900 Pico Blvd.
Santa Monica, CA 90405

Submitted to:

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

Date Submitted:

March 28 2018

Certification of Follow-Up Report

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

From: Kathryn E. Jeffery, Ph.D.
Santa Monica College Superintendent/President
1900 Pico Blvd.
Santa Monica, CA 90405

I certify there was broad participation in the preparation of the Report and the Report is an accurate reflection of the nature and substance of the institution.

Signatures:

Barry Snell, Chair, Santa Monica College Board of Trustees Date

Kathryn E. Jeffery, Ph.D., Superintendent/President, Santa Monica College Date

Georgia Lorenz, Ph.D., Vice President, Academic Affairs & Accreditation Liaison Officer Date

Nathaniel Donahue, President, Santa Monica College Academic Senate Date

Chris Bonvenuto, President, Santa Monica College Management Association Date

Robert Villanueva, President, SMC Classified School Employees Association Date

Jennifer Chen, President, Santa Monica College Associated Students Date

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REPORT PREPARATION

As documented in its February 3, 2017 action letter, Santa Monica College’s accreditation was reaffirmed by the Accrediting Commission for 18 months. The College’s Follow-Up Report provides evidence that the College has addressed the four recommendations for compliance outlined in the letter (specifically Recommendations 1, 4, 5 and Commission Recommendation 1).

A group of faculty, staff, and administrators was convened to address the four recommendations to meet the Standards. The work was divided among the group based on area of expertise. Each member of the group has collaborated with departments and individuals as needed to obtain the information and evidence required, including the Superintendent/President’s Office, the Academic Senate, the District Planning and Advisory Council (DPAC), Academic Affairs, and the Strategic Planning Task Force. These meetings are summarized below:

Primary Parties Involved	Activities	Outcomes
Recommendation 1: Mission Revision		
Strategic Planning Task Force Vice President, Academic Affairs Dean, Academic Affairs	Working meetings and workshops to revise the language of the Mission Statement	Revised mission statement includes description of the
District Planning and Advisory Council	Meeting	Approval of the revised mission statement
Board of Trustees	Meeting	Final approval of the revised mission statement
Recommendation 4: Board of Trustees Policies (regular reviewing/updating)		
Community College League of California, consultant Superintendent/President Board of Trustees Board Recording Secretary	Presentation	Understanding of the process for updating the BOT Policies.
Board Recording Secretary Vice Presidents	Meetings	Schedules for updating the Board Policies
Board Recording Secretary Accreditation Liaison Accreditation Co-Chairs	Meetings	Documenting process (evidence) and Follow-Up Report preparation
Recommendation 5: Delegation of Authority by the Board of Trustees		
Board of Trustees Superintendent/President Consultant	Workshops	Examination of roles, responsibilities, relationship and communication
Board of Trustees	Discussions	Self-Assessment
Commission Recommendation 1: Baccalaureate Degree Program		
IxD Program Faculty Lead IxD Counselor Dean, Instructional Programs Dean, Institutional Research Graphic Design Department Chair	Meetings	Discussions about the Accreditation standards that need to be addressed.
Curriculum Committee Board of Trustees	Meetings	New/Revised curriculum discussions and approval
Graphic Design Department	Department Meetings	Program Review preparation including discussions about SLO results and how to use them to improvements for the program.

The response to each recommendation was developed by members of the original Accreditation Steering committee. Drafts were distributed to constituency group leadership and to the members of the Board of Trustees for review. The full report was presented for certification at the March 20, 2018 Board study session.

Evidence

RP-1: Accrediting Commission Letter, February 3, 2017

RESPONSE TO THE COMMISSION ACTION LETTER

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

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

Narrative

At the time of the 2016 Accreditation Visit, the College's Mission Statement had been recently modified to address the then-planned baccalaureate degree. The Mission Statement, at the time the Self-Evaluation Report was submitted, read as follows:

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

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

The visiting team concluded that the mission statement lacked a description of the "intended student population" with no specific mention of the students coming from the community college district and language specific to the baccalaureate degree.

In response to this finding, the College included the effort to revise the mission statement as part of the scope of the College's Strategic Planning effort, in alignment with regular college practice every five years. The Strategic Planning Task Force met several times to review the mission, vision, and goals of the College.

During the spring 2017 semester, concurrent with and separate from the process of developing new Strategic Initiatives, the Vice President of Academic Affairs, Georgia Lorenz, facilitated an ongoing discussion of revising the Mission Statement to meet the accreditation recommendation. Dr. Lorenz brought to the Strategic Planning Task Force, at its March, April, and May meetings, draft revisions which were discussed with input from the Task Force members (Evidence R1-1, R1-2, R1-3, R1-4, R1-5). The Task Force included members from all campus constituent groups. At its June 14, 2017, meeting, the District Planning and Advisory Council, the central planning body for the District, approved this final version of the revised Mission Statement which was adopted by the Board of Trustees at their July 11, 2017 meeting (R1-6):

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

Santa Monica College's academic programs and support services are intended to serve diverse individuals from local, national, and global communities who are seeking high-quality, affordable undergraduate education. The College offers certificates, Associate degrees, a baccalaureate degree, and streamlined pathways for transfer to university and for career training. The College promotes a commitment to lifelong learning among students and the communities it serves.

The language that addresses the team's findings includes the first sentence of the second paragraph which specifies the intended student population as "individuals from local, national, and global communities," and the inclusion of the degrees offered ("The College offers certificates, Associate degrees, a baccalaureate degree, and streamlined pathways to university and for career training").

The revised version of the Santa Monica College Mission Statement was approved by the Board of Trustees at their July 11, 2017 meeting (R1-8 and R1-9). The process for revising the mission statement was also documented in the Strategic Planning and Facilitation Report submitted to the College by the Collaborative Brain Trust (R1-10).

Evidence

R1-1 Strategic Planning Task Force Agenda March 8 2017

R1-2 Strategic Planning Task Force Minutes March 8 2017

R1-3 Strategic Planning Task Force Agenda April 18 2017

R1-4 Strategic Planning Task Force Agenda May 24 2017

R1-5 Strategic Planning Task Force Minutes May 24 2017

R1-6 DPAC Agenda June 14 2017

R1-7 DPAC Minutes June 14 2017

R1-8 Board of Trustees Agenda July 11 2017

R1-9 Board of Trustees Minutes July 11 2017

R1-10 Strategic Planning Report (page SI-2 and SI-3)

Conclusion

The actions undertaken by the College and the related evidence demonstrate that the College has resolved the deficiencies noted by the visiting team. The College's mission now specifically addresses the intended student populations served by the College and includes the baccalaureate degree that it offers. Therefore, the College meets Standard I.A.1 and will sustain the improvements described above.

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

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

Narrative

At the time of the accreditation visit, the College’s process for regular reviews of Board Policies and Administrative Regulations relied on updates from the Community College League of California (CCLC) as regulations changed but did not include a regular, periodic review and update to the policies and administrative regulations when no changes were required. The visiting team concluded that this did not fulfill the Accreditation Standard IV.C.7 which requires “regular assessment.”

To ameliorate this, the Board of Trustees approved a contract with CCLC in January 2017 to assist the District with updating, revising, and aligning the College’s current Board Policies and Administrative Regulations with the templates provided by CCLC Policy and Procedure Subscriber Services and to develop a continuous review cycle.

In February 2017, a CCLC consultant, Jane Wright, presented a complete report to the Board of Trustees on the process for revising board policies. Recording Secretary Lisa Rose was assigned the responsibility of coordinating with the consultant to oversee the effort.

On June 6, 2017, the Board approved Board Policy Chapters 1 and 2. Chapters 3, 4, 5, 6 and 7 are still in the process of being reviewed. These chapters have been prepared and distributed to responsible staff and committees, who will review and update the policies contained in these chapters.

Chapter 3 is expected to be completed by April 2018 with the first Board of Trustees reading at the May 2018 meeting. Following that effort, Chapter 6, Business and Fiscal Affairs will be addressed, with the first reading and approval to take place in summer 2018. The other three chapters will be addressed by the respective vice presidents in charge of each area and by end of 2018, all board policies will have been reviewed and approved by the board.

The College is implementing a regular review on a six year cycle. Each chapter is reviewed one year at a time as shown below:

Tentative Board Policy Update Schedule

Chapters	Subject Area	Update Schedule	Future Updates
Chapters 1 and 2	District/Board of Trustees	Approved July 2017	Summer 2020
Chapter 3	General Institution	First reading May 1, 2018 Second reading/approval June 5, 2018	Summer 2021
Chapter 6	Business/Fiscal	First reading July 10, 2018 Second reading/approval August 7, 2018	Summer 2022
Chapter 7	Human Resources	First reading September 4, 2018 Second reading/approval October 2, 2018	Summer 2023
Chapter 4	Academic Affairs	First reading November 6, 2018 Second reading/approval December 4, 2018	Summer 2024
Chapter 5	Student Services	First reading January 15, 2019 Second reading/approval February 5, 2019	Summer 2025

Evidence

R4-1 Board Agenda showing approval of contract with Community College League of California

R4-2 Report by Consultant Jane Wright

R4-3 Board Agenda showing approval of Board Policy Chapters 1 and 2

Conclusion

The actions undertaken by the College and the related evidence demonstrate that the College has resolved the deficiencies noted by the visiting team. The College meets Standard IV.C.7 and will sustain the improvements described above.

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

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

Standard IV.C.12: *The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

Narrative

As noted above in response to Recommendation 4 to meet Standard IV.C.7, the College has created a schedule to regularly assess policies and bylaws for their effectiveness in fulfilling the mission and will revise them as necessary. The College engaged a consultant from the Community College League of California (CCLC) to do a comprehensive review, assessment, and renumbering of all Board Policies during the 2017-18 academic year.

The Santa Monica College Board of Trustees delegates administrative authority to the chief administrator in Board Policy 3100 (formerly 2110), “Organizational Structure” as follows:

“The Superintendent/President shall establish and operate an organization structure for the administration of the District. The Superintendent/President shall be directly responsible and accountable to the Board of Trustees. All other District personnel shall be responsible and accountable, either directly or indirectly, to the Superintendent/President unless through Board action an employee is specifically hired who will report directly to the Board of Trustees. The Superintendent/President shall establish organizational charts that delineate lines of responsibility and fix the general duties of employees within the District.”

This delegation of authority is clear to all parties, and the Board members include this in the annual self-assessment which is described in greater detail below.

The governing board sets clear expectations for regular reports on institutional performance from the Superintendent/President. A schedule of reports is set at the beginning of each year in consultation between the Board Chair, Vice Chair, and the Superintendent/President. Reports are added to this schedule on an as needed basis during the course of the year. These reports provide sufficient information to ensure the Board can fulfill its responsibilities for educational quality, legal matters, and financial integrity.

The members of the Santa Monica College Board of Trustees have engaged in several activities in response to the recommendation to meet Standard IV.C.12 made by the visiting team. First, the Board approved a contract with an external consultant to conduct an all-day workshop for the Superintendent/President and the Board of Trustees to examine their roles, responsibilities, relationships, mode of operating, and communication. This consultant was familiar with the College and all parties involved as a result of her work on the recent search process for the Superintendent/President. The closed session workshop was held on March 4, 2017 (R5-1) and topics included the following:

- Board role in accreditation and the ACCJC standards
- Board role in the strategic planning process
- Board and staff relations and communication
- Measuring and assessing Board effectiveness

In the summer of 2017 the Board engaged in its annual self-assessment process. The results of the self-assessment are not distributed, but a blank copy of the self-assessment tool is provided here as evidence (R5-2). Overall the Board members rendered a positive but critical self-assessment, always striving to improve their performance as a Board. Compliance with Standard IV.C.12 was addressed in the study session on August 22, 2017 (R5-3) as part of the overall discussion of the self-assessment.

In Part One, item 5 addresses whether the Board has clearly defined expectations and protocols for trustees communications with each other, the CEO, employees and community members and whether members of the Board understand and follow them. There was consensus among Board members that they indeed have such expectations and follow them. One Trustee's comment reflected the opinion of the full Board responding, "Yes, the Board does have clear defined expectations and protocols for Trustees communication with each other, the CEO and the college community. Yes, I believe that the Board members understand and follow proper protocols."

Part Two of the self-assessment relates to "Board Performance Standards." Item 4 states, "The Board clearly delegates the administration of the college to the CEO" and a direct reference to the team recommendation is made. All of the Trustees agreed that the Board meets this performance standard.

Part Three of the self-assessment is focused upon the Accreditation Standards. Item 26 relates directly to standard IV.C.12 stating, "The Board of Trustees delegates full responsibility and authority to the Superintendent/President to implement and administer Board policies without Board interference and holds him/her accountable for the operation of the District." Six Trustees responded that the Board fully meets the standard, and one Trustee indicated that the Board partially meets the standard.

To engage in ongoing professional development and continuous improvement, members of the Board of Trustees also attended the following workshops and conferences. Each of these provided opportunities to participate in workshops focused on role clarification and best practices to enhance Board effectiveness.

- Community College League of California 2016 Legislative Conference
- Community College League of California 2016 Annual Trustees Conference
- The Association of Community College Trustees 2016 Leadership Congress
- Community College League of California 2016 Annual Convention
- Community College League of California 2017 Legislative Conference
- Community College League of California 2017 Annual Trustees Conference
- Second annual College Promise conference
- The Association of Community College Trustees Leadership Congress
- Community College League of California 2017 Annual Convention

There has been clear improvement by members of the Board of Trustees in meeting Standard IV.C.12 and acting consistently with Board Policy regarding delegation of authority to the Superintendent/President. This is a result of the Trustees' commitment to their role at the College, to the accreditation standards, and to their ongoing professional development as members of the Board of Trustees. Board members now direct all of their questions and communications about the College to the Superintendent/President as their sole employee. In Board meetings the Trustees direct any requests for additional information to the Superintendent/President. Board members also hold each other accountable to adhering to these protocols.

Evidence

- R5-1 Board of Trustees Study Session agenda March 4, 2017
- R5-2 Board of Trustees self-assessment form
- R5-3 Board of Trustees Study Session agenda August 22, 2017

Conclusion

The actions undertaken by the College and the related evidence demonstrate that the College has resolved the deficiencies noted by the visiting team. The College meets Standard IV.C.7 and Standard IV.C.12 and will sustain the improvements described above.

Commission Recommendation 1: In order to meet Standards related to the baccalaureate program, the College needs to come into compliance with Standards (II.A.5, II.A.9, II.A.12, II.A.13, II.A.14, and II.A.15, plus standards mentioned in Team Recommendation #6 (I.C.1 and ER 10)

Standard II.A.5: *The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.*

Standard II.A.9: *The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.*

Standard II.A.12: *The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.*

Standard II.A.13: *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

Standard II.A.14: *Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.*

Standard II.A.15: *When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

Narrative

Santa Monica College is one of the fifteen California Community College's selected for participation in the state's Baccalaureate Degree Pilot (BDP) program. To comply with the short timeline prescribed by the legislation for the pilot, SMC, together with the other 14 BDP partner colleges, the California Community Colleges Chancellor's Office (CCCCO) and the Academic Senate of California Community Colleges, immediately proceeded to develop the BDP Handbook and the program curriculum. The College received authorization to offer the degree from the CCCCCO in October 2015, and approval of its Substantive Change Proposal from ACCJC in December of 2015.

In the 2015-2016 academic year, SMC created a Bachelor's Degree Task Force to oversee development of the Bachelor of Science in Interaction Design (IxD) degree program. The curriculum was authored and received local and state approval that year. It was designed in compliance with the BDP Handbook which required, among other constraints, a minimum of six units of upper division general education curriculum.

In June 2016, shortly after receiving state approval of the IxD curriculum and at a time when the College's Curriculum Committee was on summer hiatus, ACCJC issued new requirements for the baccalaureate degree. The new requirements were for 37 upper division units including nine upper division general education units. That fall, a new upper division course was authored (Communication Studies 310: Organization and Small Group Communication) and the baccalaureate IxD program requirements were modified, including the addition of the recommended notation that the upper division general education courses be at the 300 level or above. (Standard II.A.12)

The new course and program modifications received approval by the Curriculum Committee on November 2, 2016, by the SMC Board of Trustees on December 6, 2016, and by the CCCCCO on February 7, 2017. The College's Accreditation Visiting Team Visit occurred during this period, when the degree was being modified to meet the newly revised requirements. The Accreditation Visiting Team found discrepancies between different documents describing the degree requirements. Those discrepancies were resolved with publication of the revised degree Program of Study and related student advising sheet. (Standard II.A.12)

The team also noted that the 2016-2017 printed academic catalog did not include the new degree program requirements per se, but only offered a link to the IxD website where those requirements were defined. The latest version of the college catalog (2017-18) does include the program degree requirements (Standard A.II.12).

It should also be noted that while SMC recommends that students applying to the Bachelors of Science IxD program complete the Associate of Science in Graphic Design with the User Experience emphasis, this 63 unit degree is *not* required for admission to the baccalaureate program. To allow students from other colleges or with work experience in the field to enter the program, students may be accepted into the program if they have completed only 60 lower division units provided they meet the other admission requirements. For this reason, some students may complete the Bachelor of Science degree in Interaction Design with only 120 units, while those who followed the recommended lower division preparation will have 123 units. (Standards II.A.5 and II.A.9)

Santa Monica College welcomed its first cohort of upper division IxD students in the fall 2016 semester. It was also during that semester that the 2016 Accreditation Visit occurred. Since no students had yet completed any course in the IxD program, no assessment of learning outcomes had yet occurred for these students taking the new upper division curriculum, but the assessment system in place for all SMC courses was also in place for the upper division courses.

As of spring 2018 (the current term), three semesters of upper division course offerings have undergone learning outcome assessment, and the results recorded, compiled, and disaggregated. The department hosting the IxD program, Design Technology, has conducted an analysis of these data. Their conclusions are reported in their Program Review report.

The first IxD cohort is scheduled to graduate in June of this year. At that time, the Office of Institutional Research will compile program level outcomes assessment results, also to be forwarded to the IxD faculty for analysis and recommendations for action, if warranted. In addition to program level outcomes, the College is working on a survey instrument for employers of IxD program graduates and internship providers. This instrument will be piloted with internship providers later this spring, and administered to employers this fall after the initial IxD cohort of students has graduated and entered the workplace. In addition, a survey of students in cohorts 1 and 2 is also being administered later this spring semester to gather additional information on the students' experience. Results will be used alongside outcomes assessment results for program improvement.

The assessment of learning outcomes for the IxD courses, the assessment of program level outcomes and the planned assessment of graduates and employers brings the College into compliance with Standards II.A.9, II.A.13, and II.A.14.

While the College anticipates continued growth and success of the IxD program, the College will follow its process for program discontinuance should the need arise. This process is outlined in Administrative Regulation 5113. Prior to implementing discontinuance, SMC will ensure that all active student cohorts are supported through the completion of their respective program cycle. (Standard II.A.15)

Evidence

- CR1-1 SMC Curriculum Committee Minutes, 11-2-16 (Approval of new upper division GE course and modification to Bachelor of Science IxD degree)
- CR1-2 SMC Board of Trustee Minutes, 12-7-2016 (Approval of new upper division GE course and modifications to Bachelor of Science IxD degree)
- CR1-3 CCCCCO Approval of IxD curriculum and program, 2-7-2017
- CR1-4 Bachelor of Science IxD Program of Study
- CR1-5 Interaction Design Student Advising Sheet
- CR1-6 SMC 2017-18 Catalog – IxD Degree Requirements (pp 110-111)
- CR1-7 Design Technology Department Interaction Design Program Review report, six-year report, March 2018 (Analysis of three semesters of IxD course student learning outcomes assessment results and preliminary analysis of first two program learning outcomes)
- CR1-8 Course SLO Assessment Results Data tables for IxD Courses, Fall 2016, Spring 2017, and Fall 2017.
- CR1-9 Instrument Surveying Internship Providers of IxD Student Interns and Employers of IxD Graduates
- CR1-10 Instrument for Surveying IxD Students
- CR1-11 Administrative Regulation 5113: Program Discontinuance Process

Conclusion

The actions undertaken by the College and the related evidence demonstrate that the College has resolved the deficiencies noted by the visiting team. The College meets the Standards called out in the recommendation and will sustain the improvements described above.

APPENDICES: EVIDENCE TO SUPPORT INFORMATION PROVIDED IN THE FOLLOW UP REPORT

Evidence Related to Report Preparation

- RP-1: Accrediting Commission Letter, February 3, 2017

Evidence Supporting Response to Recommendation 1

- R1-1 Strategic Planning Task Force Agenda March 8, 2017
- R1-2 Strategic Planning Task Force Minutes March 8, 2017
- R1-3 Strategic Planning Task Force Agenda April 18, 2017
- R1-4 Strategic Planning Task Force Agenda May 24, 2017
- R1-5 Strategic Planning Task Force Minutes May 24, 2017
- R1-6 DPAC Agenda June 14, 2017
- R1-7 DPAC Minutes June 14, 2017
- R1-8 Board of Trustees Agenda July 11, 2017
- R1-9 Board of Trustees Minutes July 11, 2017
- R1-10 Strategic Planning Report (page SI-2 and SI-3)

Evidence Supporting Response to Recommendation 4

- R4-1 Board Agenda showing approval of contract with Community College League of California
- R4-2 Report by Consultant Jane Wright
- R4-3 Board Agenda showing approval of Board Policy Chapters 1 and 2

Evidence Supporting Response to Recommendation 5

- R5-1 Board of Trustees Study Session agenda March 4, 2017
- R5-2 Board of Trustees self-assessment form
- R5-3 Board of Trustees Study Session agenda August 22, 2017

Evidence Supporting Response to Commission Recommendation 1

- CR1-1 SMC Curriculum Committee Minutes, November 2, 2016 (Approval of new upper division GE course and modification to Bachelor of Science IxD degree)
- CR1-2 SMC Board of Trustee Minutes, December 7, 2016 (Approval of new upper division GE course and modifications to Bachelor of Science IxD degree)
- CR1-3 CCCCCO Approval of IxD curriculum and program, February 7, 2017
- CR1-4 Bachelor of Science IxD Program of Study
- CR1-5 Interaction Design Student Advising sheet
- CR1-6 SMC 2017-18 Catalog – IxD Degree Requirements (pp 110-111)
- CR1-7 Design Technology Department Interaction Design Program Review report, six-year report, March 2018 (Analysis of three semesters of IxD course student learning outcomes assessment results and preliminary analysis of first two program learning outcomes)
- CR1-8 Course SLO Assessment Results Data tables for IxD Courses, Fall 2016, Spring 2017, and Fall 2017.
- CR1-9 Employment Instrument Surveying IxD Graduates
- CR1-10 IxD Student Survey
- CR1-11 Administrative Regulation 5113: Program Discontinuance Process

APPENDIX B
MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into on March 20, 2018, by and between the **Santa Monica Community College District** ("SMC"), a California public agency, and **The Shakespeare Center of Los Angeles, Inc.** ("SCLA"), a New York nonprofit corporation, and is made in reference to the following:

I. RECITALS:

- A. Santa Monica Community College District ("SMC") is a public higher education entity created under the constitution and laws of the State of California and is responsible for the operation of a community college district.
- B. The Shakespeare Center of Los Angeles, Inc. ("SCLA"), originally operating as Shakespeare Festival/LA, Inc., is a New York nonprofit public benefit corporation initially registered in California on December 6, 1985.
- C. SMC and SCLA intend to take certain actions, both separately and together, to explore the design, construction, and operation of an outdoor theater on the main campus of SMC.
- D. SMC intends to operate the outdoor theater for academic and student success purposes.
- E. SCLA intends to license the use of the outdoor theater for a summer season of plays presented to the general public in furtherance of its educational mission.
- F. SMC intends to provide naming rights of certain SMC facilities to SCLA to provide mutual benefit to both entities.
- G. SMC and SCLA intend to undertake certain preliminary activities to advance the construction and intended uses of the outdoor theater.

II. BACKGROUND:

- 1. **An Outdoor Classroom for SMC.** From 1967 through 2008, the 1,500-seat Associated Students outdoor amphitheater on SMC's main campus was home to well over two thousand concerts, stagings, lectures, films, graduations, and assemblies. Here were the Thursday activity hour Associated Students concerts; professional Grand Summer Nights shows; political rallies; and jazz, operetta, choral, folk, pop, gospel, Latino dance, African American ballet and the many other concert forms. The venue closed due to construction of the Student Services building.

A new site on the main campus for an outdoor classroom that can also serve as a small amphitheater is available, on a quarter-acre setting between the Core Performance building and the Campus Quad. The project has been included in SMC's Five-Year Construction Plan document adopted by the Board in June 2017, and is among the main campus projects identified in SMC's draft master facilities plan prepared in July 2017. The project is among the projects listed in Measure V, the SMC bond measure approved in the November 2016 election.

The proposed outdoor arena is expected to seat 500 persons in a permanent seating arrangement and possibly up to 100 more in temporary seating arrangements. The project is expected to address some of the deficiencies of the former amphitheater by including better seating comfort, the capability to install an overhead canopy for shade, and built-in lighting and sound equipment and support systems.

2. **An Outdoor Amphitheater for SCLA.** The proposed outdoor amphitheater would be a permanent site for summer performances of world-class Shakespeare productions by SCLA, primarily during the months of July and August. SCLA, with the expressed support of the Ahmanson Foundation, the Annenberg Foundation, the Parsons Foundation, and others, has offered to lead a comprehensive five year Campaign for Permanence for its programs that includes opportunities for naming the proposed outdoor amphitheater and its components, with a portion of the campaign proceeds to be provided directly to SMC.
3. **Introduction of Mr. Frank Gehry to SMC by SCLA:** SCLA has facilitated the engagement of Mr. Frank Gehry, a world-renowned architect, to provide conceptual models and design studies for this project, with the intent to enhance its usability and value. Mr. Gehry is known for incorporating what is sometimes referred to as the “Santa Monica School” of architecture into his work, utilizing inexpensive found objects arranged and assembled with the sure touch of a sophisticated classical artist.

Mr. Gehry’s introduction to the project came at the behest of actor Mr. Tom Hanks and his wife actress Ms. Rita Wilson, both 30-year supporters of SCLA. Mr. Hanks is actively involved in ensuring the success of the Campaign for Permanence for SCLA.

At its July 11, 2017 meeting, the SMC Board of Trustees approved a contract with Frank Gehry LLP for consulting services regarding the outdoor classroom and amphitheater project for an amount not to exceed \$290,000 plus reimbursable expenses. This work will assist SMC in preparing fundraising and architectural design materials for the project. After the consulting work by Mr. Gehry is complete, an executive architectural firm will be brought on board by SMC to complete the design details and prepare construction documents.

4. **Outreach.** SMC has completed an initial study of academic and student uses of the outdoor classroom. This outreach has included the performing arts departments, the English department, the Associated Students, campus events, and the SMC Foundation.
5. **Prior and Planned SMC and SCLA Joint Activities:** SCLA and SMC successfully provided joint educational and general audience programming in summer 2016.
6. **Exchange of Letters for a Proposed Partnership.** SCLA proposed a partnership with SMC in a letter from the Co-Chair of SCLA dated September 1, 2016, outlining certain terms. Dr. Kathryn E. Jeffery, Superintendent and President of SMC, affirmed full support of the partnership and the terms as outlined in a response letter dated September 14, 2016. This Memorandum of Understanding seeks to formalize the relationship between the parties.

III. OBLIGATION OF THE PARTIES

1. SMC shall provide SCLA with input toward the design of the outdoor amphitheater in accordance with the following:
 - a. SCLA shall provide to SMC by the earliest date possible a selection of outdoor amphitheaters currently in operation with seating capacities from 250 to 1,000 that SCLA would consider suitable for the presentation of world-class Shakespeare performances.

- b. SMC and SCLA shall meet to define the shape, seating arrangement, orientation, and special features of the outdoor amphitheater in order for the outdoor amphitheater to be able to present world-class Shakespeare plays and shall jointly present these to Frank Gehry LLP for preparation of concept studies and models. If Frank Gehry and/or the Architect of Record request a Theater Planner and/or Theater Acoustician, SMC will engage these experts, jointly selected with SCLA. SCLA shall bear the full cost of such Theater Planner and/or Theater Acoustician. This work shall commence immediately.
 - c. SMC and SCLA shall meet with Frank Gehry LLP to provide input for Frank Gehry LLP to prepare a contract for SMC accounting purposes.
 - d. On successful completion of the work of Frank Gehry LLP, SMC shall retain an executive architect firm to prepare construction documents with the goal that such construction documents be complete by June 2019.
2. Naming opportunities related to the outdoor amphitheater for the mutual benefit of SMC and SCLA will be as follows:
 - a. For a two year period, commencing with SCLA's official public announcement of its Campaign for Permanence, anticipated in June of 2018 in conjunction with SCLA's 2018 Summer of Shakespeare season, but commencing no later than July 1, 2018, SCLA may seek individual donors to which naming rights may be granted with respect to the amphitheater and other architectural components.
 - b. SMC may extend the two-year period in its sole discretion by action of SMC's governing board and communicated to SCLA in writing.
 - c. SCLA will guarantee SMC not less than \$1,000,000 for the naming rights conferred by this Agreement. The payment schedule to SMC will be dependent upon the donor's payment schedule, which schedule must be approved by SMC.
 - d. The naming rights conferred by this MOU shall not exceed 40 years from the date of this MOU.
 - e. All naming rights secured by SCLA must be approved by SMC's governing board, which may grant or withhold approval in its sole discretion.
 - f. SMC shall dedicate its share of the naming rights fee referenced above for uses related to the operation and educational purposes of the outdoor amphitheater, including such purposes as maintenance or for veteran's activities in support of programming at the facility.
3. SMC shall determine the feasibility of building the outdoor amphitheater in a form available for use for world-class Shakespeare summer performances to a general audience.
 - a. SMC shall have sole discretion in determining the design of the outdoor amphitheater. SCLA shall reserve the right to determine if the amphitheater in its completed, constructed form is capable of servicing, supporting, and accommodating audiences and productions of world-class Shakespeare.

- b. SMC has established a budget not to exceed \$10 million for this project from Measure V funds. By June 2019, SMC shall determine whether the budget is sufficient to achieve the goals of the project, or whether the budget should and could be augmented. Alternatively, SMC may reduce the scope of the project to the available budget. SMC will exercise diligence in preserving the usability of the outdoor amphitheater so that it can present world-class Shakespeare performances by SCLA.
 - c. The final decision to proceed with the construction of the outdoor amphitheater rests with SMC's governing board. Nothing in this MOU obligates SMC to construct the outdoor amphitheater.
4. Should SMC decide to proceed with construction of the outdoor amphitheater, SMC and SCLA shall negotiate a long-term operating agreement setting forth the rights and obligations of the parties for SCLA's use of the outdoor amphitheater. The Operating Agreement shall include the following terms:
- a. An initial term of 20 years with an option for two ten (10) year extensions.
 - b. A description of the periods of time which SCLA will have use of the amphitheater (i.e., SCLA's summer season of plays and certain other time periods).
 - c. Services to be provided by SCLA, such as blocks of tickets for students, so that standard license fees can be waived.
 - d. Reimbursement of SMC's labor and material costs associated with SCLA's use of the outdoor amphitheater.
 - e. A parking plan for persons attending SCLA's performances and other events.
 - f. Provisions prohibiting the assignment of rights granted by the Operating Agreement.
 - g. Provisions setting forth the conditions under which the Operating Agreement may be terminated.
 - h. Blockout dates for College events such as graduation and Celebrate America.
 - i. Use of the SMC name in advertising and promotion.
 - j. SMC's standard terms and conditions for facility licensing.
 - k. SCLA's agreement that the outdoor amphitheater shall be the exclusive site of SCLA's summer performances. SCLA may elect to build, rehearse, preview, and present productions at its Downtown SCLA facilities or other venues during other seasons or times of the year that the SMC amphitheater is unavailable