

Institutional Self-Evaluation Report 2022





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

Submitted by:

Santa Monica College 1900
Pico Boulevard Santa Monica,
CA 90405

Submitted to:

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

December 2022



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COLLEGE

Certification of the Institutional Self Evaluation Report

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

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

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

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

Signed:

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Dr. Louise Jaffe Chair, Santa Monica College Board of Trustees	Date
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Jamar London President, Santa Monica College Academic Senate	Date
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Kamiko Greenwood President, Santa Monica College Associated Students	Date
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Dr. Dione Carter Accreditation Liaison Officer, Dean, Academic Affairs	Date
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Introduction

College History

On September 10, 1929, just 49 days before Wall Street crashed, plunging the nation into the Great Depression, “Santa Monica Junior College” opened its doors on the second floor of Santa Monica High School with 153 students. Evolving missions led to new names: “Santa Monica City College” and eventually “Santa Monica College,” to reflect the College’s service to the Westside, and to the larger community of Los Angeles. Today, enrollment is roughly 40,000 students annually (2020-2021), and the College operates on a 38-acre campus at 1900 Pico Boulevard, with six satellite campuses, including the new Early Childhood Lab School, which successfully opened during the pandemic, and the upcoming Malibu Campus, which will begin offering classes in Spring 2023.

A pioneer of the uniquely American community college movement, the College fulfills the educational needs of the broadest possible cross-section of its community, which extends beyond its district boundaries to the students and employees who come to the College from the surrounding Los Angeles County region, from across the nation, and from all parts of the world. The College also responds to the ideals defined by the state’s Master Plan for Higher Education, as a leading transfer institution, number one in transfers to the UC’s for the 31st year, job training (with 135 CTE degrees and certificates as of June 2022), lifelong learning through model programs like Emeritus College which offers free classes designed for older adults (and celebrated its 45th anniversary in 2020), and its Continuing Education program which offers low-cost personal interest and professional development classes.

The College’s relationship to the communities it serves —Santa Monica and Malibu— is unequivocally strong. And in resounding support of the College’s value, the voters of these two cities have funded a total of nine bond measures since 1946—four prior to Proposition 13 in 1978 and five post-Proposition 13 to fund facilities improvements. The most recent bond, Measure V, for \$345 million, passed in 2016. Among the Measure V-funded projects completed recently or in construction are the following: the addition of a 112,000 sq. ft. Student Services Building on the main campus; a renovation and expansion of the new Center for Media and Design (CMD), a Satellite campus on Stewart Street, including an addition of a 33,000 sq. ft. building for KCRW (SMC’s NPR affiliated radio station) and a new 440-space parking structure on the CMD; the demolition of the locker room building, replaced by a 66,000 sq. ft. athletic facility on main campus; a new 14,000 sq. ft. Information Technology and Media Center on campus; and a new math and sciences building on the main campus, as well as a new satellite campus in Malibu, both of which are currently under construction.

Santa Monica College (SMC) has enjoyed an extraordinary symbiotic relationship with the local and regional economy. Through every point in its history, the College cultivated a culture that responds quickly to shifts in the local economy and resulting workforce needs and leverages its standing as a trusted higher education partner to inform the creation of new credit and noncredit curriculum and decision-making. Most recently, this was manifested in the creation of the cloud computing certificate program in 2018, which was designed

collaboratively by faculty at SMC, subject matter experts from Amazon Web Services (AWS), and other LA-based tech companies. The Westside of Los Angeles—known as “Silicon Beach”—is one of the world’s top three tech hubs, home to about 500 major tech companies and startups such as Google, YouTube, Amazon, Snapchat, Electronic Arts, Hulu, Headspace, and ZipRecruiter. The College positioned itself as a local pathway in this emerging high-demand field by meeting one of the biggest skill gaps in the tech world.

From Challenges to Growth

Since 2016, the College has faced numerous challenges and undergone significant changes. Through it all, the College has responded in ways that are consistent with its mission and goals.

The California Community College system's adoption of a new Student-Centered Funding Formula (SCFF) to allocate funding to districts has introduced threats to SMC's fiscal stability. In the new funding formula, the College is calculated to receive less funding than if funded strictly through FTES apportionment. Furthermore, an analysis of the College's performance on the SCFF metrics revealed that SMC is not receiving credit for all students who are successfully earning awards and/or transferring to four-year institutions. In review of the completion data, the IE Committee found that the SCFF excluded many successful students who completed a degree or certificate, or transferred, including students who took a “gap year” prior to transferring or petitioning for an award, students who enrolled in fewer than 12 units in the year prior to transferring, and students who were concurrently enrolled in a two-year institution in the transfer year. The change in methodology has negatively impacted SMC’s performance on the metrics for the student success allocation and, as a result, is positioned to receive significantly less revenue once hold harmless is lifted.

In addition to this shift, the national socio-political climate followed by the COVID-19 pandemic negatively impacted enrollment, particularly for international students who, for a variety of reasons, stayed in their home countries. The pandemic also necessitated additional challenges when it came to pivoting personnel and students online. Though the climate is transitioning into a more Covid-endemic society, pandemic-related challenges continue as the College transitions back to campus, as far as navigating safety protocols while creating an effective environment for employees and students. Despite the circumstances, the College continues to identify how best to close the racial equity gaps in student outcomes for disproportionately impacted minority groups, including Black, Latino, and LGBTW+ Students.

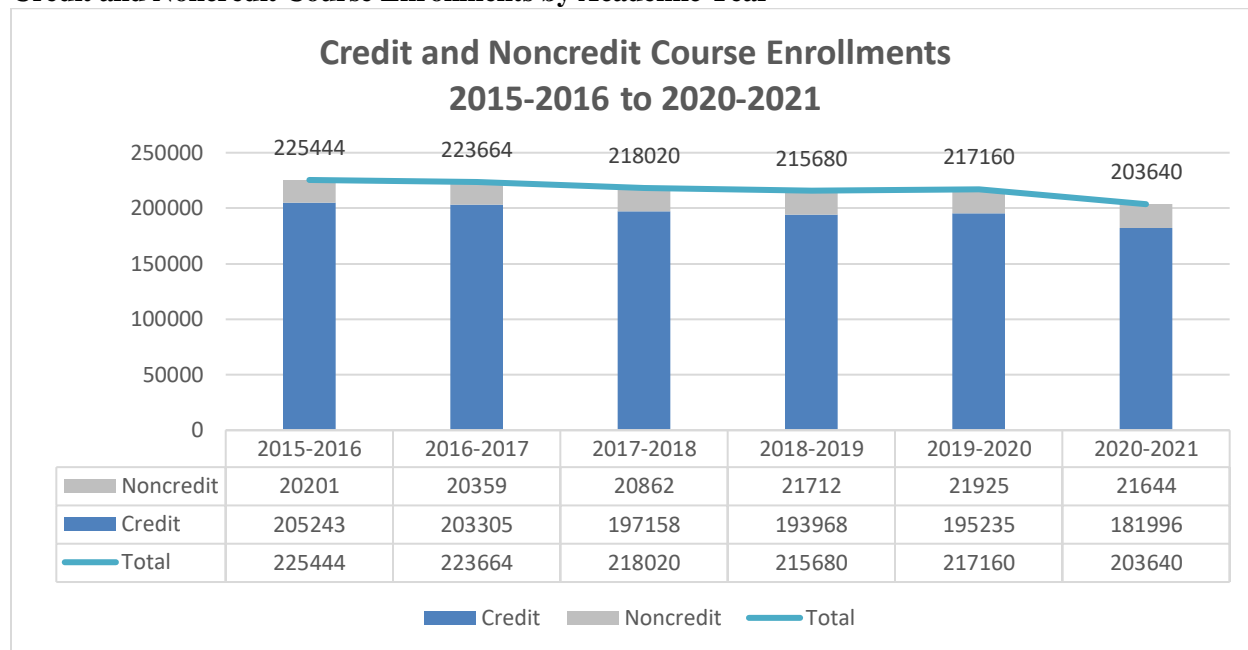
Excellence Achieved, and a Look Ahead

Amidst the aforementioned challenges, the College has also seen a considerable amount of growth, some of which is related to bond measures and grants. As stated earlier, thanks to Bond Measure V and Measure S, the Malibu campus will begin offering classes in Spring 2023, which furthers the services SMC can offer Malibu residents. Moreover, the College has secured three federal grants since the last accreditation. The College’s National Science Foundation (NSF) and Title VI Hispanic Serving Institution STEM grants have built an equity-focused community of practice that improves STEM faculty’s ability to close racial equity gaps and implement more innovative, student-centered practices and policies. Along these lines, a second Title VI HSI grant supports the College’s efforts to develop and implement students care teams, a dedicated group of practitioners dedicated to supporting specific cohorts of

students within an area of interest (AOI), which enhances the implementation of the College’s Guided Pathways work. Most importantly, the College continues to pursue its goal of being #1 in transfers while also prioritizing the importance of career education. This is especially the case given that enrollment trends indicate career readiness as a driving factor in student educational goals.

Student Enrollment Data

Credit and Noncredit Course Enrollments by Academic Year



Source: SMC Office of Institutional Research

Over the last six academic years, the total annual course enrollments decreased by 9.7%, from 225,444 in 2015-2016 to 203,640 in 2020-2021 at Santa Monica College (SMC). During this period, annual credit enrollments experienced a decline of 11.3%; however, noncredit course enrollments experienced an increase of 7.1%. The decline in course enrollments is partly attributable to the negative impact of the Covid-19 pandemic as seen on national college enrollments. However, SMC started experiencing a decline in credit enrollments in the years before the pandemic, and the year-over-year decline has been steady.

The increase in non-credit course enrollments can be partly attributed to the addition of new non-credit career and workforce preparation courses and certificates, such as Bicycle Maintenance, Sustainability Services Technician, and Introduction to Early Childhood Education. As shown in the table below, these courses represent approximately 10.0% (58 out of 575) of all noncredit course section offerings in 2020-2021, an increase of 867 sections over the last six years.

In addition, the College has increased its course offerings through SMC’s Emeritus College. These noncredit courses are designed to serve the interests and needs of adults who are in or are preparing for retirement, are dedicated to lifelong learning, and are seeking continued personal

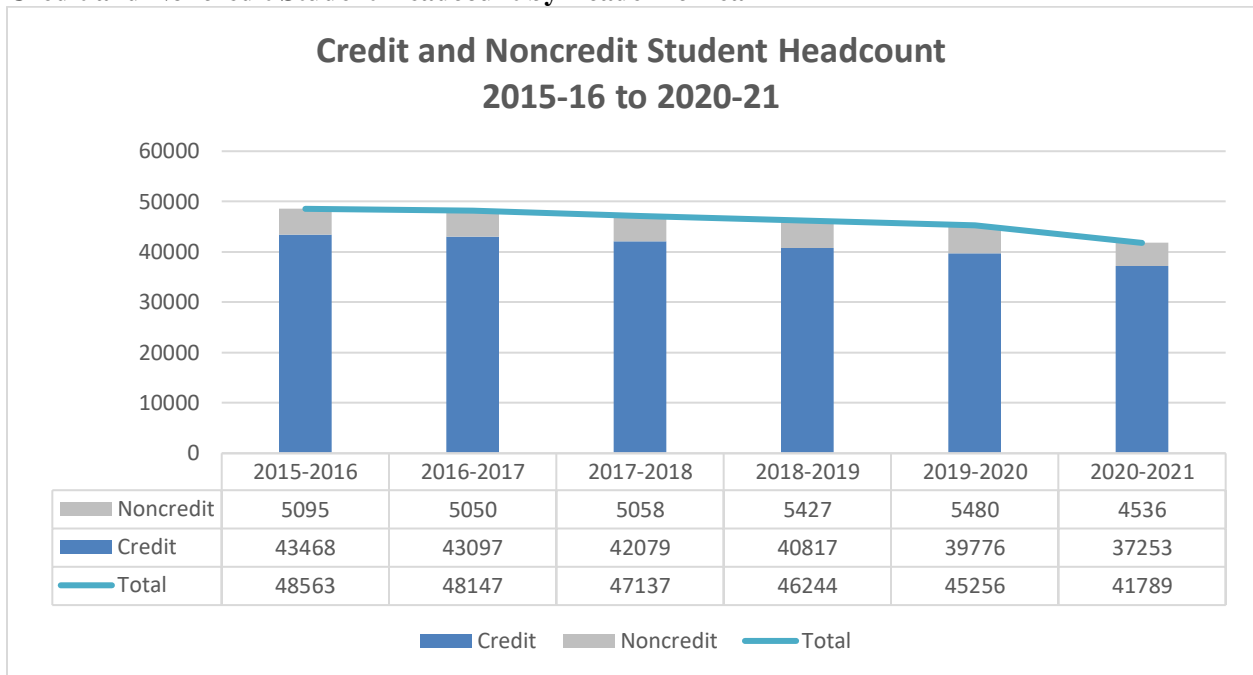
growth. In 2020-2021, SMC offered 445 different sections of Emeritus courses, an increase of 68 sections when compared to offerings in 2015-2016.

Number of Course Section Offering by Noncredit Course Categories

Noncredit Category	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
English as a Second Language (ESL)	51	54	58	60	57	59
Citizenship for Immigrants	4	4	2	1	4	4
Health and Safety	2	4	4	4	4	3
Courses or Persons with Substantial Disabilities	3	18	19	19	18	6
Courses for Older Adults	377	390	390	415	451	445
Short-Term Career	6	7	8	22	31	48
Workforce Preparation	0	0	11	18	11	10
Total	462	477	492	539	576	575

Source: SMC Office of Institutional Research

Credit and Noncredit Student Headcount by Academic Year

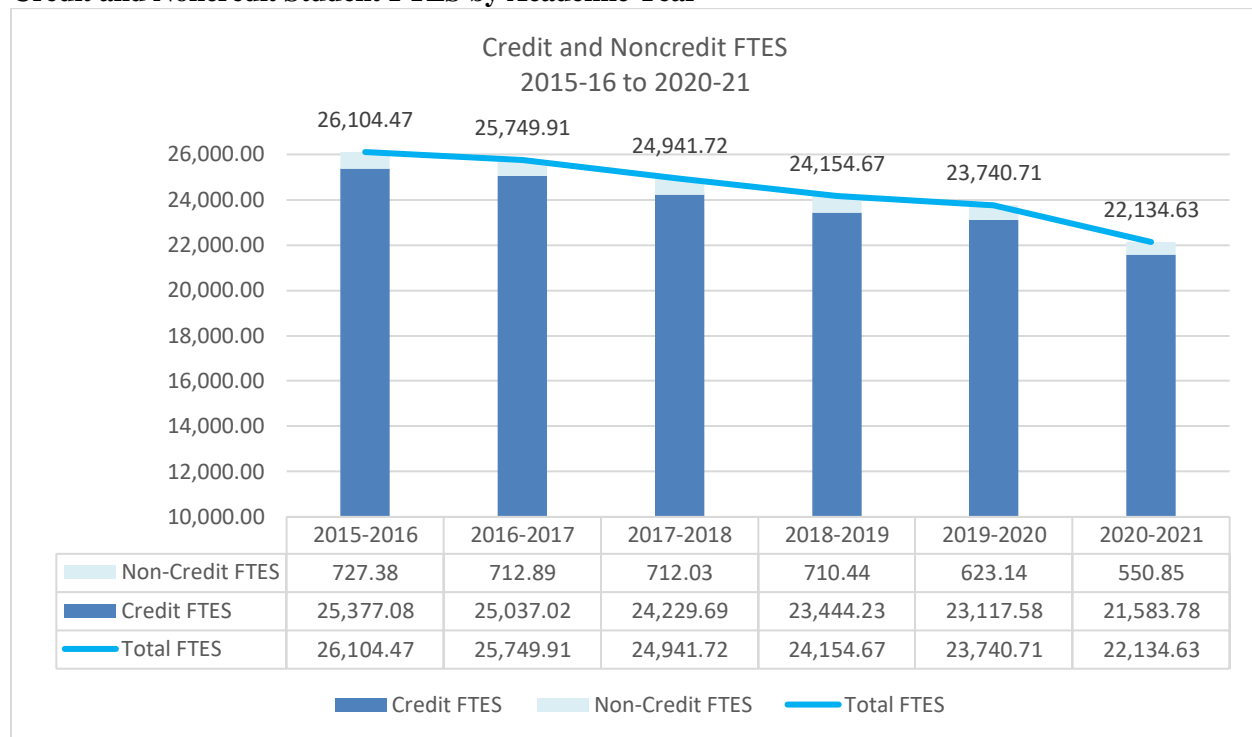


Source: SMC Office of Institutional Research

Over the last six academic years, the total numbers of students served annually by SMC (unduplicated headcount; credit and noncredit combined) decreased by 6,774 students or 13.9%, from 48,563 students in 2015-2016 to 41,789 in 2020-2021 (see chart on previous page). During the same period, both the noncredit only and credit (includes noncredit students who also enrolled in a credit course) headcounts declined, but the six-year headcount decrease was disproportionately larger for credit students (-14.3%) than noncredit students (-11.0%).

While the pandemic likely contributed to the decline in the number of students enrolled at the College, the credit headcount has been steadily decreasing, even before the pandemic.

Credit and Noncredit Student FTES by Academic Year



Source: Chancellor’s Office DataMart

Note: The chart’s Y-axis starts at 10,000 FTES to better highlight the data trend

The total annual total Full Time Equivalent Students (FTES) has steadily decreased by 15.2% from 26,104 in 2015-2016 to 22,135 in 2020-2021. During this period, the credit FTES decreased by 14.9% (from 25,377 in 2015-2016 to 21,584 in 2020-2021. When compared to the decline in credit FTES, the six-year decline in noncredit FTES is disproportionately larger, 24.3%, despite the additions of noncredit course offerings over the last few years.

The course enrollment, student headcount, and FTES data together suggest that the College is not immune to the steady enrollment decline experienced in higher education nationally. The steepest year-over-year decline in enrollment, headcount, and FTES occurred between 2019-2020 and 2020-2021 which highlights the disproportionate impact of the COVID-19 pandemic on college enrollments. The only growth during this period has been in noncredit course enrollments. The College is currently writing its next five-year Strategic Enrollment Plan which will guide the college in its efforts to improve enrollment, retention, and student success.

Labor Market Data

According to labor market trends, the Information industry is projected to reflect the largest numbers of jobs in 2023 (16,589 jobs) when compared with other industries within Santa Monica College’s district boundaries (cities of Santa Monica and Malibu). Subsectors of this industry include Motion Picture and Sound Recording, Data Processing, Hosting, and Related Services, Broadcasting, Telecommunications, and Publishing. The industry is projected to grow

by 10% when compared to total jobs in 2018. The table below describes the industries within the district boundaries projected to have the largest number of jobs in 2023.

Other top industries by projected number of jobs in 2023 include the Professional, Scientific, and Technical Services (14,495) and Health Care and Social Assistance (14,448 jobs).

Projected Jobs in 2023 by Industry within District Boundaries

NAIC	Description	2018 Jobs	2023 Jobs	2018- 2023 Change	2018- 2023 % Change
51	Information	15,024	16,589	1,564	10%
54	Professional, Scientific, and Technical Services	14,170	14,495	325	2%
62	Health Care and Social Assistance	13,152	14,448	1,296	10%
44	Retail Trade	10,162	9,367	-795	-8%
72	Accommodation and Food Services	13,255	9,068	-4,187	-32%
81	Other Services (except Public Administration)	10,065	8,597	-1,468	-15%
90	Government	8,914	8,358	-556	-6%
56	Administrative and Support and Waste Management and Remediation Services	6,815	6,379	-436	-6%
61	Educational Services	4,872	5,029	157	3%
71	Arts, Entertainment, and Recreation	4,558	4,003	-555	-12%
53	Real Estate and Rental and Leasing	3,862	3,779	-83	-2%
23	Construction	3,226	3,425	199	6%
52	Finance and Insurance	3,648	3,289	-359	-10%
31	Manufacturing	4,066	3,055	-1,010	-25%
42	Wholesale Trade	2,284	1,959	-324	-14%
48	Transportation and Warehousing	1,563	1,478	-86	-5%

Source: Lightcast (formerly named Economic Modeling) Industry Report

In Los Angeles County, occupations in the General and Operations Managers classification are projected to have the most job openings by 2028 amongst all occupations requiring a postsecondary certificate, associate degree, or bachelor’s degree. The median annual wage for jobs in this occupation (based on 2020 first quarter figures) is \$113,548. Except for Heavy and Tractor-Trailer Truck Drivers, Santa Monica College offers certificates, degrees, and transfer programs that would lead to careers in these occupations with the most job openings.

Projected Jobs in 2028 by Occupation – Los Angeles County

SOC	Occupational Title	Total Job Openings (2018-2028)	Median Hourly Wage	Median Annual Wage
11-1021	General and Operations Managers	65,590	\$54.59	\$113,548
29-1141	Registered Nurses	59,280	\$52.09	\$108,346
13-2011	Accountants and Auditors	51,990	\$35.57	\$74,002
53-3032	Heavy and Tractor-Trailer Truck Drivers	48,120	\$23.11	\$48,073
31-1014	Nursing Assistants	46,410	NA	NA
31-9092	Medical Assistants	35,630	\$17.42	\$36,229
13-1161	Market Research Analysts and Marketing Specialists	34,970	\$32.23	\$67,042
13-1111	Management Analysts	30,100	\$44.38	\$92,306
25-3098	Substitute Teachers	27,860	NA	NA
25-2021	Elementary School Teachers, Except Special Education	27,660	NA	\$86,519

Source: Local Employment Projections, California Employment Development Department

The occupations expected to grow the fastest between 2018 and 2028 include Occupational Therapy Assistants (32.5%), Athletic Trainers (29.6%), and Actuaries (28.6%). All occupations on the fastest growing occupations list in Los Angeles County are expected to grow by over 25% between 2018 and 2028. The College’s faculty, staff, and administrators leading the career technical programs regularly monitor the labor market data to inform revisions and development of new career courses and programs to meet labor market demand.

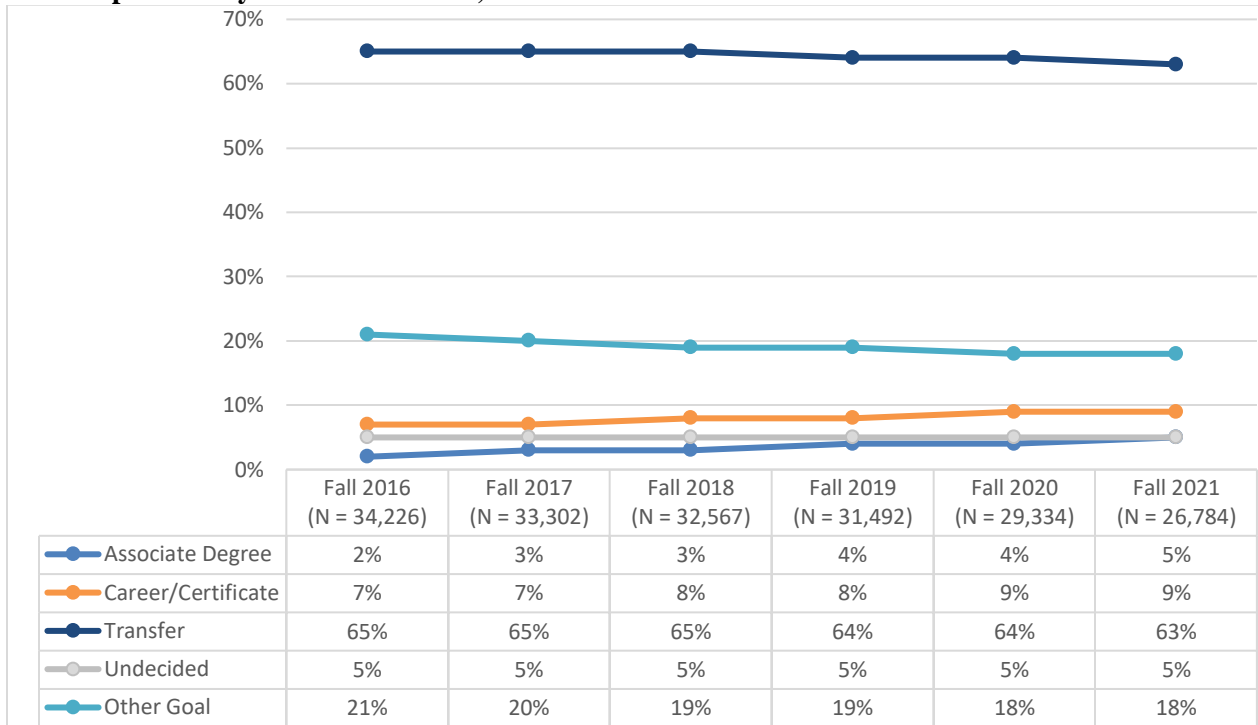
Fastest Growing Occupations – Los Angeles County

SOC	Occupational Title	2018 Employment Estimate	2028 Employment Estimate	Percentage Change
31-2011	Occupational Therapy Assistants	400	530	32.5%
29-9091	Athletic Trainers	540	700	29.6%
15-2011	Actuaries	420	540	28.6%
31-2021	Physical Therapist Assistants	1,330	1,700	27.8%
15-2031	Operations Research Analysts	2,400	3,110	27.5%
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	9,750	12,390	27.1%
15-1132	Software Developers, Applications	19,930	25,310	27.0%
15-1122	Information Security Analysts	1,860	2,360	26.9%
29-1126	Respiratory Therapists	4,900	6,290	26.1%
17-3025	Environmental Engineering Technicians	900	1,130	25.6%

Source: Local Employment Projections, California Employment Development Department

Demographic and Socio-Economic Data

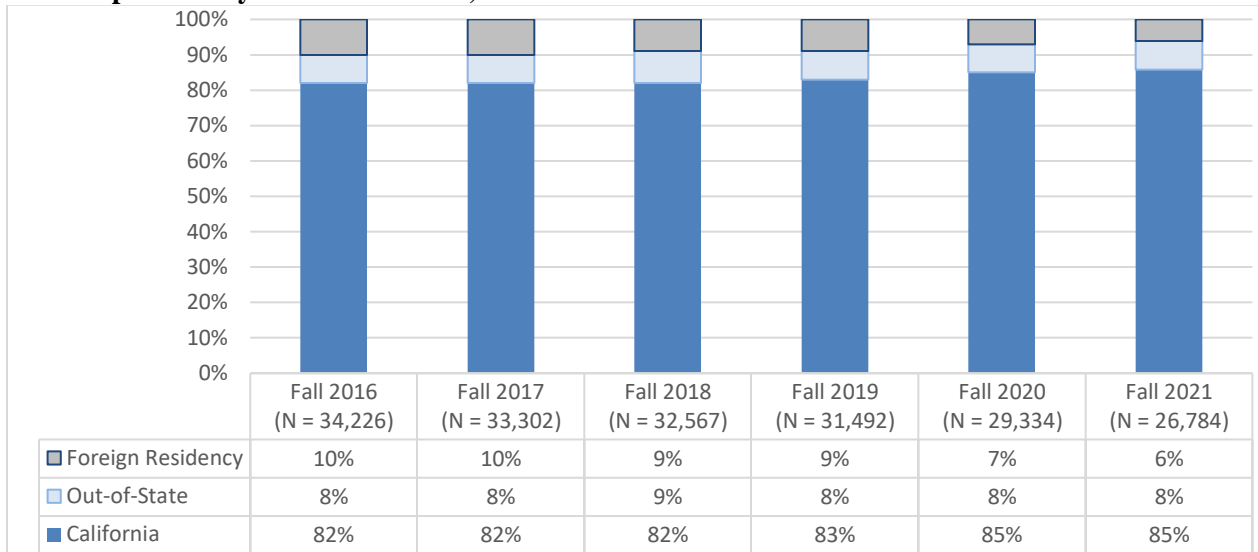
SMC Population by Educational Goal, Fall 2016 to Fall 2021



Source: SMC Office of Institutional Research

Nearly two-thirds of all SMC students (credit and noncredit combined) indicate their ultimate educational goal is to transfer to a four-year institution, and the percentage of students with a transfer goal has remained relatively steady over the last six fall terms. In Fall 2021, 9% of students reported a career or certificate goal, an increase of 2% when compared to the proportion of students who indicated a career/certificate goal in Fall 2018. About two in ten SMC students reported non-career and credential goals, including personal or educational development, moving from noncredit to credit coursework, and fulfilling course requirements as current university/four-year college students.

SMC Population by Residence Status, Fall 2016 to Fall 2021



Source: SMC Office of Institutional Research

Historically, SMC has served a large population of international students. In Fall 2016, international students or students with foreign residency represented approximately 10% of the population (3,401 out of 34,226). The number of enrolled international students has steadily decreased by then; in Fall 2021, a total of 1,7017 international students enrolled at SMC, representing 6% of the SMC population. The decline in international students served is attributed to several factors, including the global COVID-19 pandemic (U.S. Immigration and Customs Enforcement, 2021)¹ and Trump-era policies limiting student visas (Inside Higher Ed, 2020)².

Sites

Santa Monica College provides instruction on its main campus and five satellite sites. Beginning in Spring 2023, the College will begin offering classes at a sixth satellite campus, Malibu Campus.

Main Campus

1900 Pico Boulevard
Santa Monica, CA 90405

Center for Media and Design

1660 Stewart Street
Santa Monica, CA 90404

Performing Arts Center

1310 11th Street
Santa Monica, CA 90401

Airport Campus

2800 Airport Avenue
Santa Monica, CA 90405

Emeritus College

1227 2nd Street
Santa Monica, CA 90401

¹ <https://www.ice.gov/news/releases/ice-report-international-students-us-details-impact-covid>

² <https://www.insidehighered.com/news/2020/09/25/trump-administration-proposes-major-overhaul-student-visa-rules>

Bundy Campus

3171 South Bundy Drive
Los Angeles, CA 90066

Malibu Campus

(beginning Spring 2023)
23555 Civic Center Way
Malibu, CA 90265

Specialized or Programmatic Accreditation

Three instructional programs at Santa Monica College are currently accredited by a specialized accrediting agency. The Associate of Science Degree in Nursing Program, better known as the “ADN Program”, is accredited by the Accrediting Commission for Education in Nursing (ACEN) and the California Board of Registered Nursing (BRN). The next ACEN accreditation self-study report and accompanying site visit (occurs every 8 years) is expected to occur in Fall 2022. The next BRN self-study report and visit (occurs every 5 years) is expected to also occur in Fall 2022.

Santa Monica College also maintains a long-standing partnership with East Los Angeles College (part of the Los Angeles Community College District) to provide the Respiratory Therapy Program (Associate of Science Degree in Respiratory Care), which is accredited by the Commission on Accreditation for Respiratory Care (CoARC) and last reaffirmed in November 2012. The Program is currently undergoing the next comprehensive evaluation and on-site review and is expected to be reaffirmed in 2022.

Lastly, the Early Childhood Education (ECE) program at SMC is accredited by the National Association for the Education of Young Children (NAEYC). The program was first accredited for the first time in September 2017, and the accreditation term runs through July 2024. The following ECE programs are accredited by NAEYC:

- Associate of Science Degree for Transfer - Early Childhood Education
- Associate of Science Degree – Early Childhood Studies
- Associate of Science Degree – Infant/Toddler Teacher
- Associate of Science Degree – Early Intervention/Special Education Assistant

The College’s Bachelor of Science Degree in Interaction Design (IxD) began enrolling students in Fall 2016 as one of fifteen pilot baccalaureate degree programs offered through the California Community College system. In 2018, the IxD Program was fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) at the same time the College was reaffirmed for the remainder of the accreditation cycle (2017-2023). In October 2021, California Governor Newsom signed into law AB 927, making the pilot bachelor’s degree programs permanent, which had been set to end in 2023, and expanding the opportunity for more bachelor’s degrees to be offered at any of the 116 colleges in the system.

Presentation of Student Achievement Data and Institution-Set Standards

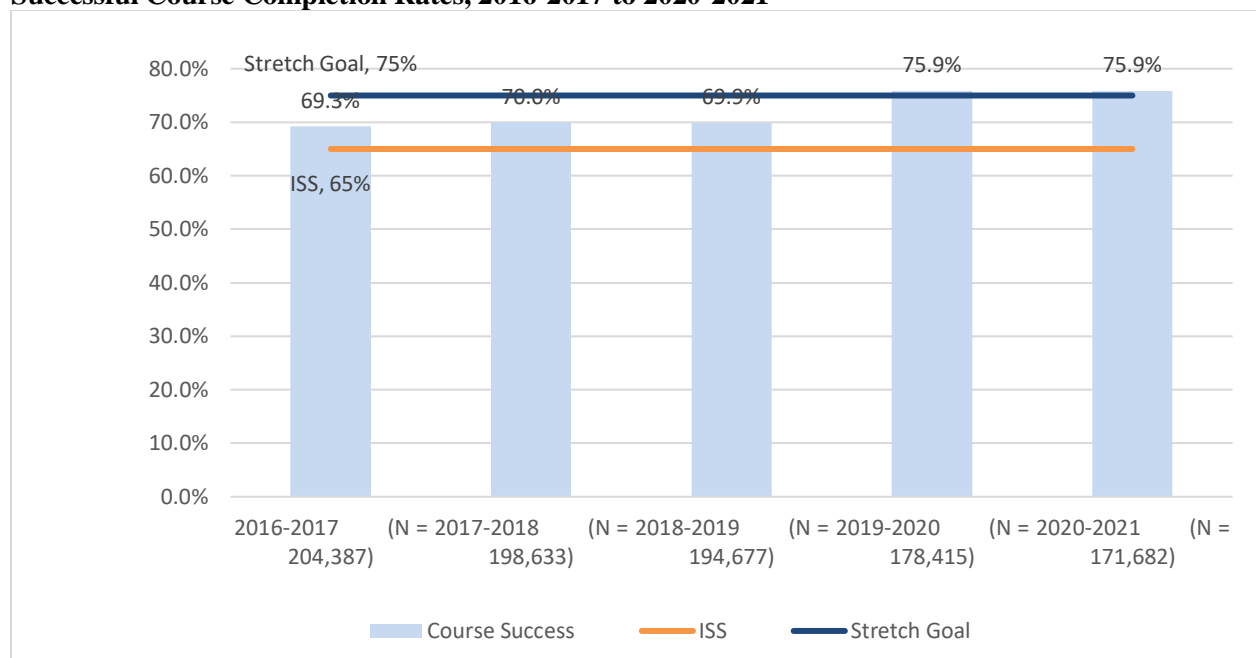
Santa Monica College engages in regular review and analyses of the College’s performance on student achievement metrics as part of the ongoing institutional effectiveness process. The body responsible for ensuring continuous monitoring of student success metrics against

institution-set standards and stretch (improvement) goals is the Academic Senate Joint Institutional Effectiveness Committee, and its role in the process is documented in the Committee’s scope and functions. The College sets institutional standards on six sets of metrics: successful course completion, degree and certificate completion, licensing exam pass rates, job placement rates for career education programs, and transfer.

Successful Course Completion

The 2021-2022 institution-set standard (ISS) for successful course completion rates (percentage of C or better grades out of all transcribed grades A, B, C, D, F, I, NP, P, W) is 65%, and the stretch goal for the metric is 75%. The five-year data show that SMC meets the “floor” standard in terms of course success and exceeded the stretch goal in 2019-2020 and 2020-2021. The improvement in course success rates for the last two years is likely due to the increase in the number of excused withdrawal (EW) grades given due to the COVID-19 pandemic. EW grades are excluded from the calculation of successful course completion, and a large proportion of all withdrawal grades were EWs in 2019-2020 (46.6% of all withdrawal grades) and 2020-2021 (39.8% of all withdrawal grades). As a result, the course success rates were inflated in the pandemic years.

Successful Course Completion Rates, 2016-2017 to 2020-2021



Source: SMC Office of Institutional Research

The course success rates disaggregated by student race/ethnicity indicate equity gaps still exist for its racially minoritized groups, including Black/African American, Hispanic or Latinx, Native American or Alaskan Native, Pacific Islander or Hawaiian Native, and multi-racial students when compared to white students. In addition, pre-pandemic, the course success rates of these racially minoritized groups fell below the institution-set standard. Campus-wide discussions of these data trends have informed the areas of inquiry and student equity efforts in recent years.

Course Success Rates Disaggregated by Race/Ethnicity

Race/Ethnicity	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Asian	77.0% (N = 35,684)	78.5% (N = 32,652)	76.8% (N = 26,086)	82.2% (N = 18,973)	82.4% (N = 15,915)
<i>Gap (Compared to White)</i>	+1.5%	+2.1%	+0.2%	+0.1%	+0.1%
Black	56.2% (N = 16,772)	57.2% (N = 16,194)	57.8% (N = 15,712)	63.6% (N = 13,867)	64.6% (N = 12,631)
<i>Gap (Compared to White)</i>	-19.3%	-19.2%	-18.9%	-18.5%	-17.7%
Hispanic or Latinx	63.0% (N = 76,823)	63.6% (N = 75,009)	63.2% (N = 74,188)	69.9% (N = 68,598)	69.4% (N = 67,478)
<i>Gap (Compared to White)</i>	-12.5%	-12.8%	-13.5%	-12.2%	-12.9%
Native Am.	53.6% (N = 343)	59.7% (N = 308)	57.9% (N = 292)	68.1% (N = 317)	61.3% (N = 253)
<i>Gap (Compared to White)</i>	-21.9%	-16.7%	-18.8%	-14.0%	-21.0%
Pacific Islander	62.9% (N = 544)	66.5% (N = 552)	58.7% (N = 332)	69.7% (N = 304)	68.5% (N = 251)
<i>Gap (Compared to White)</i>	-12.6%	-9.9%	-18.0%	-12.4%	-13.8%
Two or More Races	68.5% (N = 8,183)	68.5% (N = 8,841)	68.1% (N = 9,124)	76.5% (N = 7,843)	76.5% (N = 8,363)
<i>Gap (Compared to White)</i>	-7.0%	-7.9%	-8.6%	-5.6%	-5.8%
White (Comparison Group)	75.5% (N = 54,743)	76.4% (N = 52,756)	76.7% (N = 50,442)	82.1% (N = 42,094)	82.3% (N = 45,563)

Source: SMC Office of Institutional Research

Degree and Certificate Completion

The 2021-2022 institution-set standard (ISS) and stretch goals for annual community college bachelor's degrees awarded, associates degrees awarded, and noncredit and credit certificates of completion (Chancellor's Approved only) awarded are:

Metric	Institution-Set Standard (ISS)	Stretch Goals
Bachelor's Degrees	10	25
Associate Degrees	2,500	4,000
Certificates of Completion	3,500	5,000

The five-year trends for degrees and certificates awarded indicate that SMC has consistently met the minimum "floor" standards for the three metrics. The College has experienced an upward trend in the number of degrees and certificates awarded in the most recent years, meeting or getting closer to the stretch goal. The uptick in the number of associate degrees and certificates awarded in 2017-2018 and 2018-2019, respectively, were likely the result of improvements to the award without petition programs in those years. SMC was one of the first colleges in the system to automatically award students degrees and certificates earned without having students initiate the award petition process.

Degrees and Certificates Awarded, 2016-2017 to 2020-2021

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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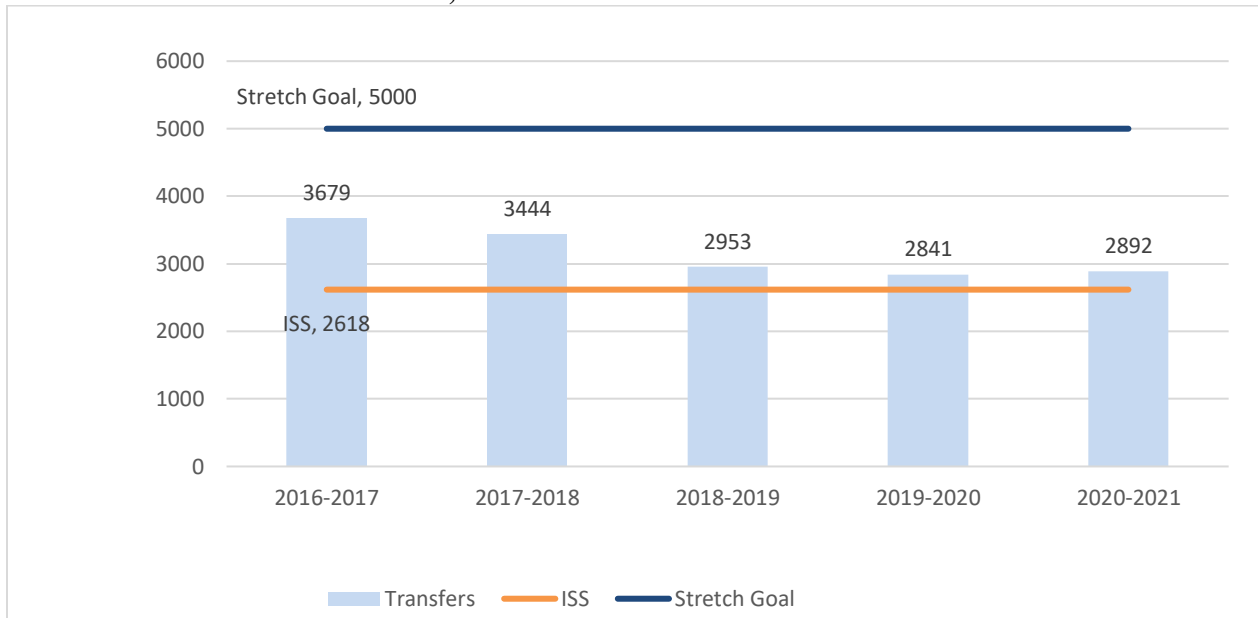
Bachelor's Degrees	NA	13	22	15	26
<i>Met ISS? (N = 10)</i>	NA	Yes	Yes	Yes	Yes
<i># from Stretch Goal (N = 25)</i>	NA	-12	-3	-10	+1
Associate Degrees	2,636	3,823	3,536	3,737	3,934
<i>Met ISS? (N = 2,500)</i>	Yes	Yes	Yes	Yes	Yes
<i># from Stretch Goal (N = 4,000)</i>	-1,364	-177	-464	-263	-66
Certificates	1,456	2,389	5,358	4,893	4,612
<i>Met ISS? (N = 3,500)</i>	No	Yes	Yes	Yes	Yes
<i># from Stretch Goal (N = 5,000)</i>	-3,544	-2,611	+358	-107	-388

Source: SMC Office of Institutional Research

Transfers To Four-Year Institutions

The 2021-2022 institution-set standard (ISS) and stretch goals for annual transfer to four-year institution are 2,618 and 5,000, respectively. The total counts include transfers to University of California (UC), California State University (CSU), in-state privates, and out-of-state institutions in the selected year. The five-year data suggests a declining trend in terms of the annual numbers of students transferring to four-year institutions from SMC. Nevertheless, the College transferred more than the minimum number (2,618) students (set standard) each year.

Transfers to Four-Year Institutions, 2016-2017 to 2020-2021



Source: UC Info Center, CSU Analytics and Reports, Chancellor's Office DataMart

Transfer data disaggregated by institution type suggests that the decrease in total transfers is due to the declining trend of SMC students transferring to in-state and out-of-state privates.

Transfers to Four-Year Institutions by Institution Type

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
UCs	1,196	1,289	1,272	1,263	1,186

CSUs	1,081	1,172	1,122	1,091	1,282
In-State Privates (ISP)	338	291	199	161	152
Out-of-State (OSS)	384	368	360	290	272

Source: UC Info Center, CSU Analytics and Reports, Chancellor's Office DataMart

License Exam Pass Rates

SMC offers three programs that require students to pass industry license exams to acquire employment in the field: Registered Nursing (National Council Licensure Examination or NCLEX-RN), Cosmetology (California Board of Barbering & Cosmetology), and Respiratory Therapy (Respiratory Care Board of California). Over the last five years, SMC has consistently met the institution-set standards for one of the three industry license exams, Registered Nursing. The College's performance on the Respiratory Therapy and Cosmetology state license exams falls below the "floor". In response to these trends, these programs are currently evaluating ways to revamp the program, including re-structuring course lengths and sequences (Cosmetology) and increasing clinical experience opportunities in the curriculum (Respiratory Therapy).

License Exam Pass Rates, 2016-2017 to 2020-2021

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Registered Nursing	96.2%	96.4%	90.0%	94.7%	91.6%
Met ISS? (89%)	Yes	Yes	Yes	Yes	Yes
% from Stretch Goal (100%)	-3.8%	-3.6%	-10.0%	-5.3%	-8.4%
Respiratory Therapy	94.4%	77.3%	81.6%	81.8%	84.0%
Met ISS? (94%)	Yes	No	No	No	No
% from Stretch Goal (100%)	-5.6%	-22.7%	-18.4%	-18.2%	-16.0%
Cosmetology	88.8%	82.5%	73.1%	75.8%	81.1%
Met ISS? (83%)	Yes	No	No	No	No
% from Stretch Goal (100%)	-11.2%	-17.5%	-26.9%	-24.2%	-18.9%

Source: NCLEX, California Board of Barbering & Cosmetology, and Respiratory Care Board of California

Employment Rates

The 2020-2021 institution-set standard for job placement rates for career education programs is 67%, and the stretch goal is 75%. The employment rates information is pulled from the Perkins Core Indicators reports provided by the Chancellor's Office. Only programs with at least 10 graduates in 2020-2021 (TOP 4) are included in the table below. Career education faculty regularly review program-level job placement rates as part of the Perkins funding request and program review processes.

Job Placement Rates Among Certificate/Degree Completers, 2018-2019 to 2020-2021

Program	Institution-Set Standard	Stretch Goal	2018-2019	2019-2020	2020-2021
Environmental Tech	67%	75%	100.0%	81.8%	75.0%
Accounting	67%	75%	73.9%	69.9%	78.5%

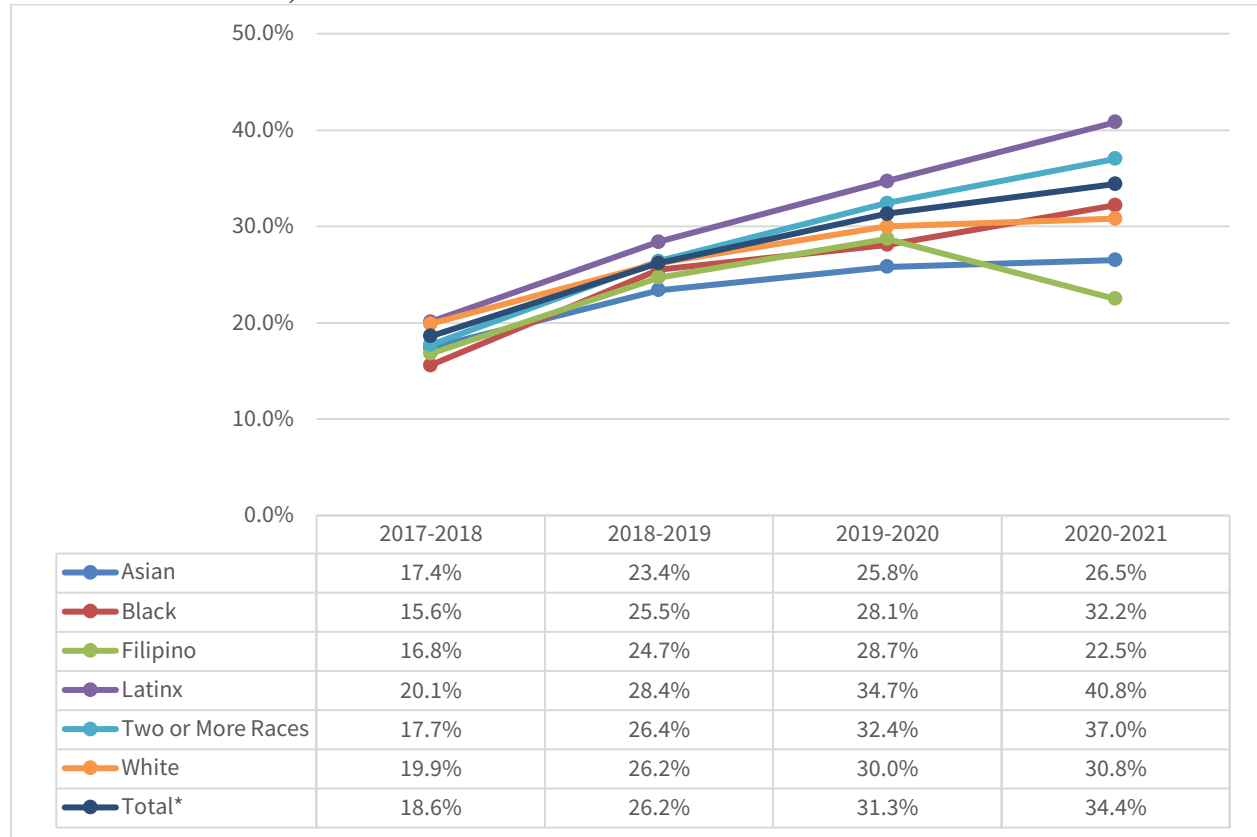
Business Adm	67%	75%	63.8%	65.5%	75.4%
Business Mgmt	67%	75%	69.2%	--	83.3%
Marketing Distribution	67%	75%	65.5%	69.4%	77.8%
Logistics	67%	75%	--	75.0%	80.0%
Office Technology	67%	75%	66.7%	--	70.4%
Journalism	67%	75%	--	--	80.0%
Radio & TV	67%	75%	81.3%	73.9%	75.0%
Technical Comm	67%	75%	29.4%	72.7%	40.0%
Film Studies	67%	75%	66.7%	55.6%	72.2%
Digital Media	67%	75%	68.9%	64.1%	71.0%
Computer Soft. Dev	67%	75%	66.0%	58.8%	55.5%
Technical Theater	67%	75%	--	--	80.0%
Applied Photography	67%	75%	69.7%	71.4%	69.5%
Graphic Art & Design	67%	75%	60.5%	65.8%	79.1%
Interaction Design	67%	75%	--	--	50.0%
Nursing	67%	75%	88.1%	96.1%	93.9%
Interior Design	67%	75%	75.0%	50.0%	60.0%
Fashion	67%	75%	73.1%	82.4%	69.6%
ECE	67%	75%	68.7%	75.0%	86.9%
Cosmetology	67%	75%	74.3%	69.7%	68.2%

Source: Perkins Core Indicators

The College monitors its performance on dozens of student achievement metrics to assess institutional effectiveness. However, the priority metrics are ones that inform the Student Equity Plan: successful enrollment, term-to-term persistence, transfer-level math completion, transfer-level English completion, vision goal completion, and transfer.

Successful Enrollment

Successful Enrollment, 2018-2019 to 2020-2021



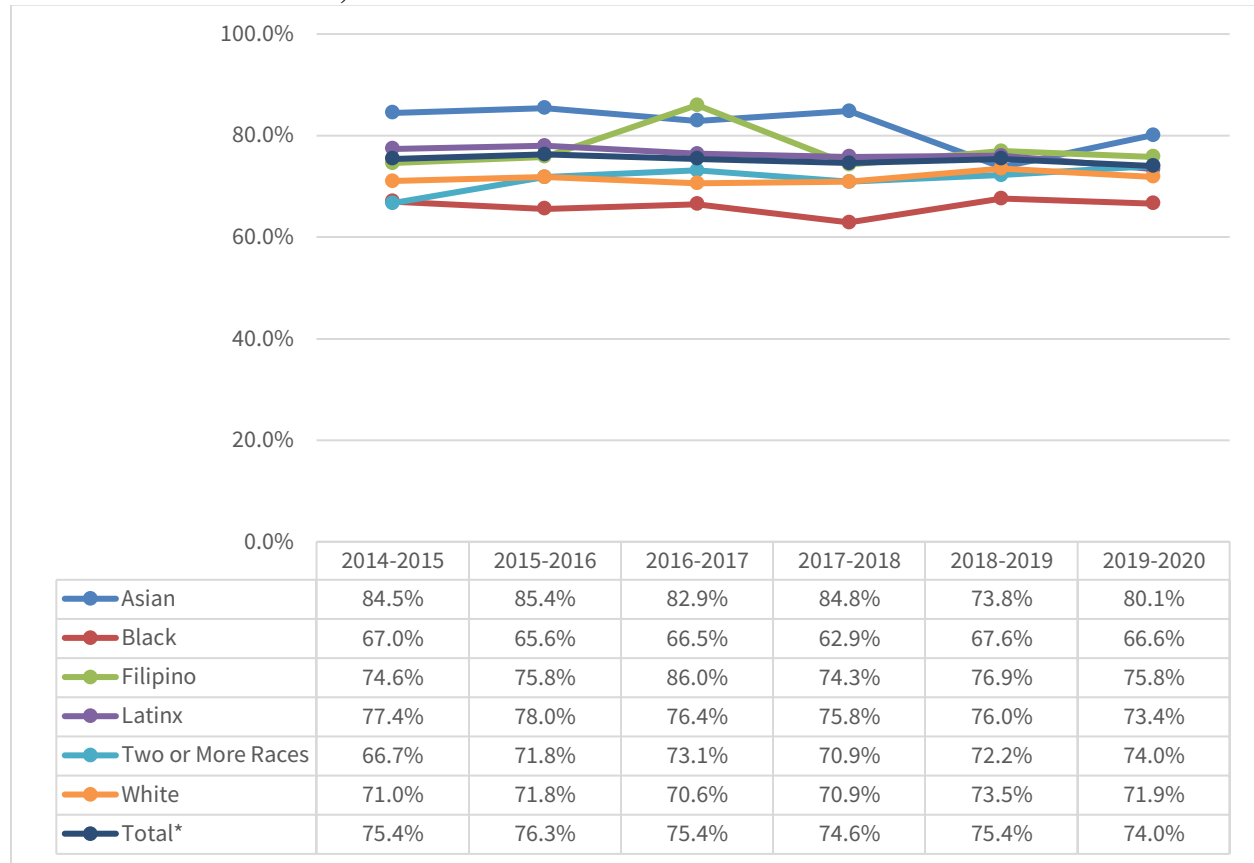
Source: Chancellor's Office LaunchBoard

*Total includes smaller racial ethnic groups, including Native American/Alaskan Native, Pacific Islander and Hawaiian Native, and unreported

The Successful Enrollment metric measures the percentage of first-time-in college students who applied to and subsequently enrolled at SMC in the selected year. Overall, SMC's performance on this metric has improved over the last three years, from 18.6% in 2017-2018 to 34.4% in 2020-2021. However, the gaps produced for Filipino, Asian, and Black students for this metric has widened during the same period. In 2020-2021, Latinx or Hispanic students had the highest successful application to enrollment ratio, 40.8%. When compared to Latinx students, the gaps of 18.3%, 14.3%, and 8.6% for Filipino, Asian, and Black students, respectively still exist. Black students, who are the most disproportionately impacted, are one of the foci of the 2022-2025 Student Equity Plan for this metric.

Term-to-Term Persistence

Term-to-Term Persistence, 2014-2015 to 2019-2020



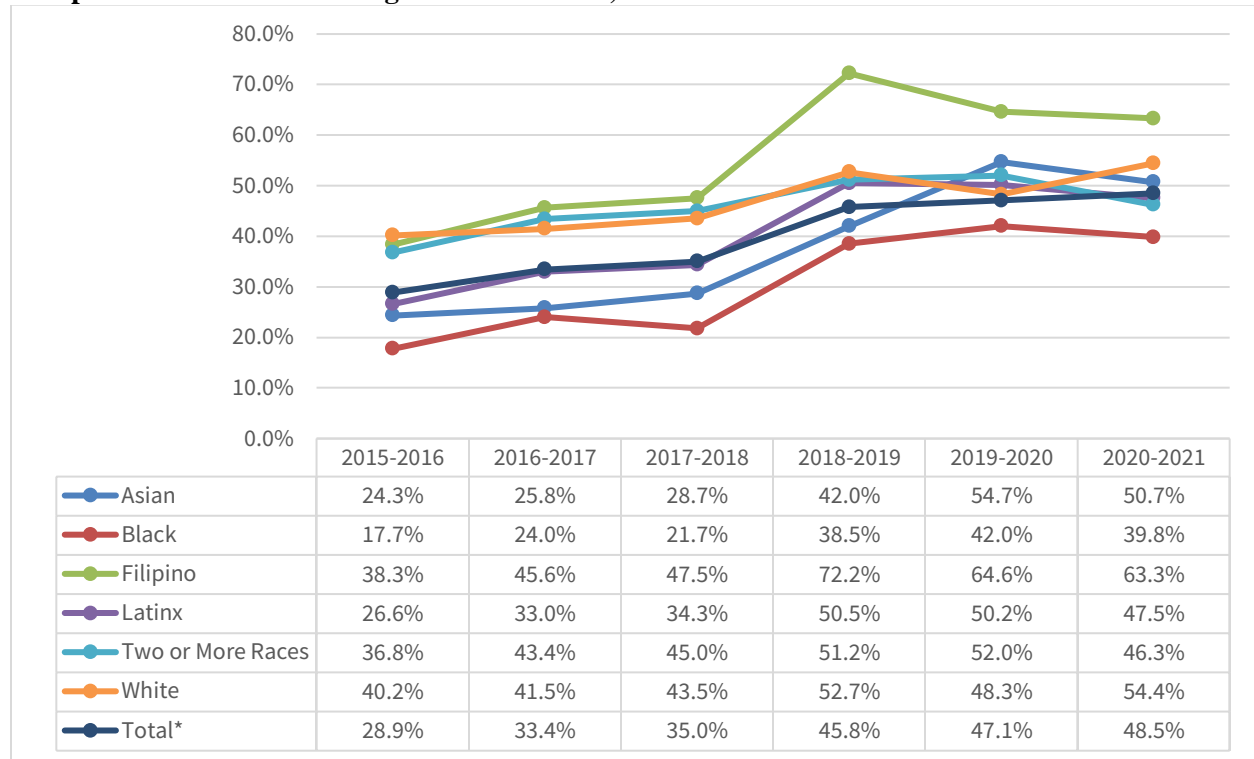
Source: Chancellor's Office LaunchBoard

*Total includes smaller racial ethnic groups, including Native American/Alaskan Native, Pacific Islander and Hawaiian Native, and unreported

The Term-to-Term Persistence metric measures the percentage of first-time in college students in an academic year who persisted from their first primary term of enrollment to the subsequent primary term. Overall, SMC's performance on this metrics has remained relatively stable; approximately three-quarters of first-time in college students persist from their first to second semesters each year. However, the disaggregated data suggest that the College is producing the largest gaps in terms of persistence for Black students each year. In 2019-2020, Asian students persisted at the highest rates (80.1%). In comparison, Black students persisted at a rate of 66.6% leading to an equity gap of 13.5%. This population, in addition to Latinx students, is the focus of our efforts in the 2022-2025 Student Equity Plan for this metric.

Transfer-Level English Completion in First Year

Completed Transfer-Level English in First Year, 2015-2016 to 2020-2021



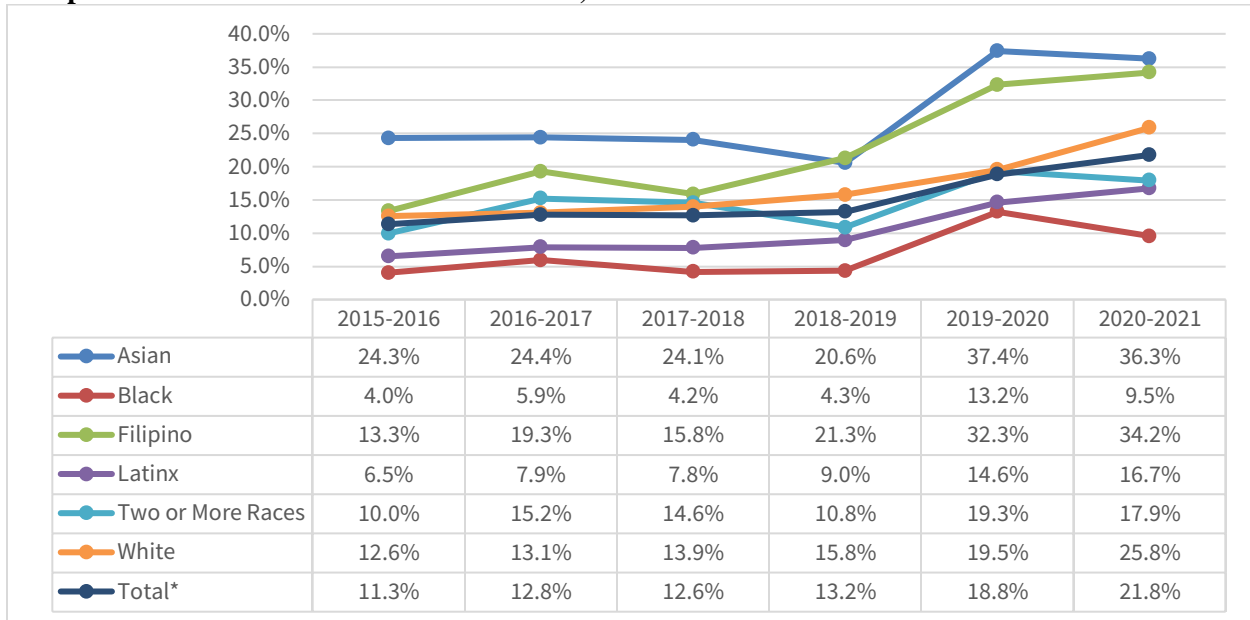
Source: Chancellor’s Office LaunchBoard

*Total includes smaller racial ethnic groups, including Native American/Alaskan Native, Pacific Islander and Hawaiian Native, and unreported

The Completed Transfer-Level English metric measures the percentage of first-time in college students who completed transfer-level English at SMC in their first year. Over the last six years, the overall College performance on this metric improved from 28.9% in 2015-2016 to 48.5% in 2020-2021. The improvement on this metric can be attributed to the implementation of AB 705 and the practice of placing most students directly into transfer-level English starting in Fall 2018. While all racial/ethnic groups experienced an increase in performance over the last six years, the equity gaps produced for Black, Latinx, and multi-racial students continue to persist. In 2020-2021, Filipino students completed transfer-level English in the first year at the highest rate (63.3%). When compared to Filipino students, SMC produced gaps of -23.5%, -17.0%, and -15.8% for Black, multi-racial, and Latinx students, respectively. These groups are the foci of the action plans addressed in the 2022-2025 Student Equity Plan for this metric.

Transfer-Level Math Completion in First Year

Completed Transfer-Level Math in First Year, 2015-2016 to 2020-2021



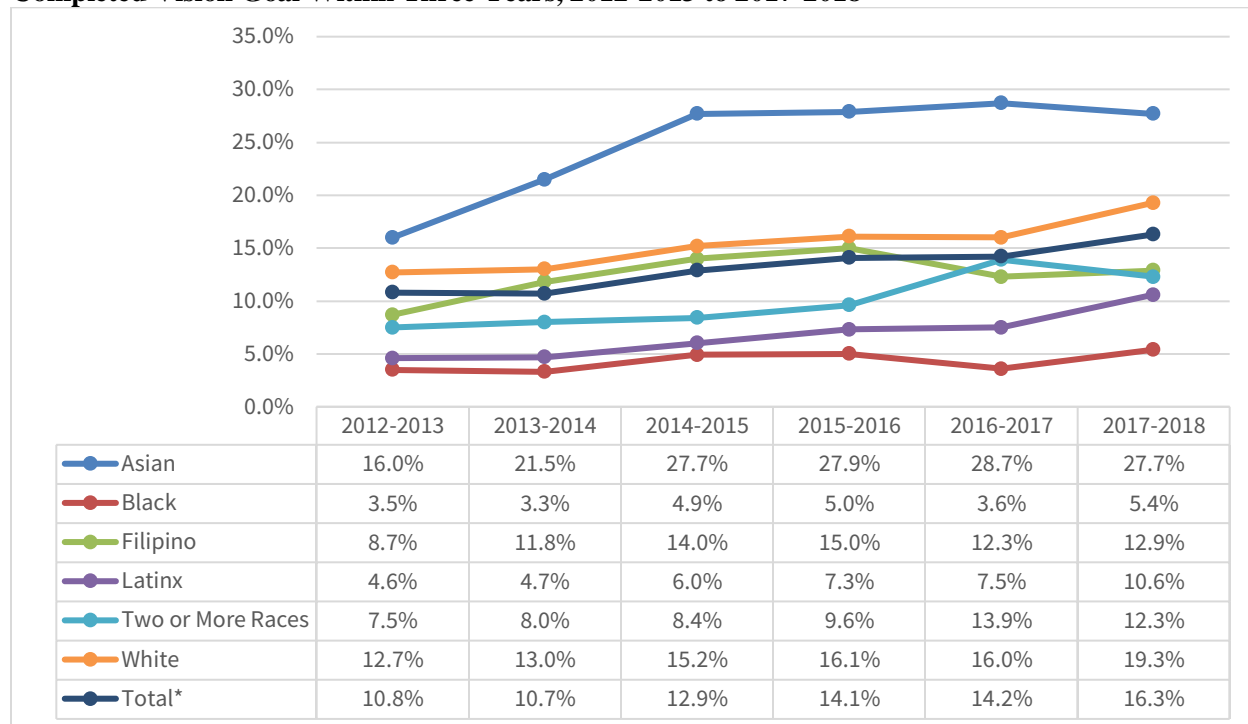
Source: Chancellor's Office LaunchBoard

*Total includes smaller racial ethnic groups, including Native American/Alaskan Native, Pacific Islander and Hawaiian Native, and unreported

The Completed Transfer-Level Math metric measures the percentage of first time-in college students who completed transfer-level math at SMC in their first year. Over the last six years, the rate of math completion nearly doubled, from 11.3% in 2015-2016 to 21.8% in 2020-2021. The improvement on this metric can be attributed to the implementation of AB 705 and the practice of placing most students directly into transfer-level math starting in Fall 2019. While all racial/ethnic groups experienced an increase in performance over the last six years, the equity gaps produced for Black and Latinx students widened during the same period. In 2020-2021, Asian students completed transfer-level math in the first year at the highest rate (36.3%). When compared to Asian students, SMC produced gaps of -26.8% and -19.6% for Black and Latinx students, respectively.

Vision Goal Completion Within Three Years

Completed Vision Goal Within Three Years, 2012-2013 to 2017-2018



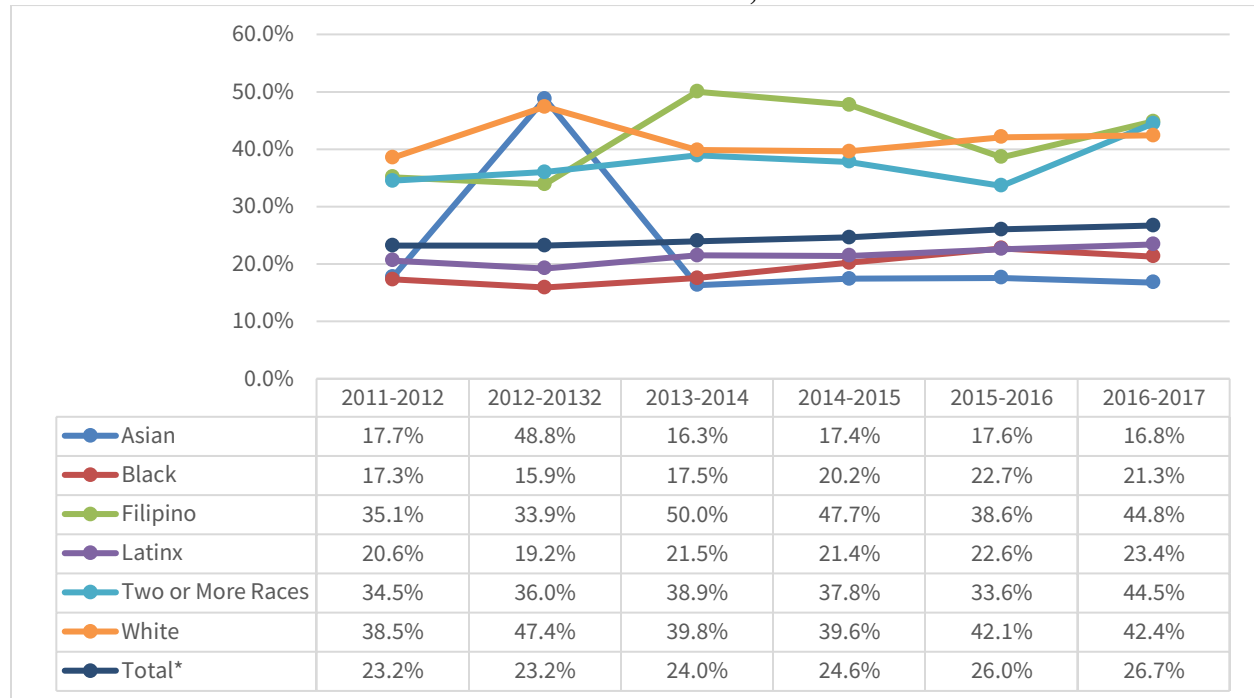
Source: Chancellor's Office LaunchBoard

*Total includes smaller racial ethnic groups, including Native American/Alaskan Native, Pacific Islander and Hawaiian Native, and unreported

The Vision Goal Completion metric measures the percentage of first-time-in college students who completed a credit certificate or associate degree or community college bachelor's degree in the system within three years. The College has improved in terms of Vision Goal Completion in the last six years, from 10.8% in 2012-2013 to 16.3% in 2017-2018. The increase in completion may be partially attributed to the implementation of awards without petition starting in 2014-2015 (piloted in 2014-2015 and expanded in subsequent years). Although the College has seen improvement on this metric, the equity gaps for this metric continue to persist for Black and Latinx students. Among first-time students in 2017-2018, disproportionately more Asian students completed a degree or certificate in three years (27.7%) when compared to other racial/ethnic groups. When compared to the performance of Asian students, SMC recognizes equity gaps of 22.3% and 17.1% for Black and Latinx students, respectively. These two groups are the foci of the equity efforts in the 2022-2025 Student Equity Plan for this metric.

Transfer Within Three Years

Transferred to a Four-Year Institution Within Three Years, 2011-2012 to 2016-2017



Source: Chancellor's Office LaunchBoard

*Total includes smaller racial ethnic groups, including Native American/Alaskan Native, Pacific Islander and Hawaiian Native, and unreported

The Transfer metric measures the percentage of first-time in college students in an academic year who earned 12 or more units within three years, exited the community college system by end of year three, and in the fourth year after the first year, enrolled in any four-year institution. The College has slightly improved in terms of Transfer in the last six years, from 23.2% in 2011-2012 to 26.7% in 2016-2017. However, the equity gaps produced for Asian, Black, and Latinx students continued to persist during the same period. Among first-time in college students in 2016-2017, Filipino students transferred at the highest rates (44.8%). When compared to Filipino students, SMC identified gaps of 28.0%, 23.5%, 21.4% for Asian, Black, and Latinx students, respectively. These groups are the foci of the equity efforts in the 2022-2025 Student Equity Plan.

H. Organization of the Self-Evaluation Process

Planning for Santa Monica College's Self Evaluation report began Spring 2021, when the Accreditation Liaison Officer (ALO) and the Accreditation Faculty Chair met during a Leaders meeting to assemble an initial roster of faculty to serve in the roles of Institutional Self Evaluation Report (ISER) Co-Editors, Standard Co-Chairs, and Sub-Standard Co-Leads. In holding with the College's longstanding tradition of appointing a faculty member and an

administrator as co-chairs of each committee and subcommittee, the Superintendent/President, Vice President of Academic Affairs/ALO, and the Dean of Academic Affairs/Administrative Self-Evaluation Co-Chair selected administrative and classified participants also in collaboration with Classified School Employees Association (CSEA) leadership.

After the retirement of Vice President of Academic Affairs/ALO, Dr. Jennifer Merlic, new Vice President of Academic Affairs, Dr. Bradley Lane, was appointed as the ALO by Superintendent/President, Dr. Kathryn Jeffery, in Fall 2021.

The first event associated specifically with the current ISER process was the ACCJC-led training on April 23, 2021, held virtually via zoom. This was followed by a virtual orientation with the Accreditation Leadership Team on September 14, 2021. Soon after, the Accreditation Co-Chairs began to develop an official timeline with the assistance of the Co-Editors and as the Standard Co-Chairs began the work in earnest to gather, assess, and document with evidence, how and to what extent the College was meeting each of the standards.

Accreditation standard and sub-standard groups began identifying key college individuals to contribute to the ISER and soliciting volunteers to serve where additional expertise was deemed necessary. Outreach was made to administrators and managers, classified staff, faculty, and students.

To assess progress and plan next steps, Accreditation Co-Chairs, Co-Editors, and Standard Co-Chairs met frequently via Zoom and communicated via e-mail as well as Microsoft Teams. Standard Co-Chairs regularly met with their sub-standard groups throughout Fall 2021 and continuing through Spring 2022.

In February 2022, Standard Co-Chairs submitted initial drafts of their standard to Co-Editors, and in March 2022 co-chairs received initial edits and feedback from Co-Editors. After another round of back and forth with the Standard Co-Chairs, the Co-Editors then went on to submit Standards I, II, and III and IV May 2022.

The Steering Committee provided feedback for each standard and met in June 2022 with Co-Editors, Accreditation Co-Chairs, and Standard Co-Chairs to discuss this feedback. During this meeting, the Steering Committee discussed the ISER's introduction and Quality Focused Essay (QFE). The initial draft of the QFE was completed in August 2022 with an overall focus on institutional planning and resources.

After the resignation of Vice President of Academic Affairs/ALO, Dr. Bradley Lane, in July 2022, Dean of Academic Affairs/Accreditation Co-Chair, Dr. Dione Carter, was appointed ALO by Superintendent/President, Dr. Kathryn Jeffery.

Throughout the process, the Accreditation Co-Chairs provided regular updates to the College's District Planning and Advisory Council (DPAC) as a standard reporting item included in the agenda of each DPAC meeting generally held twice a month.

Status on the College's ISER efforts were also announced monthly at virtual Management Association and Academic Senate meetings. The ALO, Accreditation Co-Chairs, and Co-Editors also met with the Superintendent/President regularly to discuss the progress of the ISER and QFE.

Communicating the findings of the ISER has been a top priority for the College. The final draft of the ISER was presented to and accepted by the Board of Trustees at the public meeting on October 4, 2022 and presented to all constituency groups shortly thereafter. The Accreditation Steering Committee and the SMC Community are looking forward to preparing for the ACCJC's external evaluation site visit in Fall 2023.

In summary, the ISER is an accurate appraisal of Santa Monica College, a chronicle of where the College has been and a vision of where the College intends to go. The following timeline summarizes the key dates of the evaluation process.

Santa Monica College Accreditation ISER Timeline 2021 – 2023

Spring 2021

- On March 16th, ACCJC training for the Board of Trustees.
- On April 23rd, ACCJC training for the Accreditation Leadership Team and DPAC members.
- By spring or summer, Superintendent/President, Vice President of Academic Affairs, and Academic Senate President appointment of faculty, administrators, classified staff, and students as Accreditation Co-Chairs, ALO, Co-Editors, Standard Co-Chairs, Sub-Standard Co-Chairs, and Steering Committee members.

Fall 2021

- By September 14th, Accreditation Kickoff Meeting.
- By September 30th, Finalize Steering Committee members.
- By October 12th, ALO, Accreditation Co-Chairs, and Co-Editors check-in with the Standard Co-Chairs.
- By October 15th, Standard Co-Chairs meet with their standard groups to interpret the standards.
- By October 22nd, ALO hosts first Steering Committee meeting.
- By October 31st, Standard Co-Chairs and Sub-Standard Co-Chairs determine what evidence is needed.
- By November 9th, Co-Editors present their guidelines to the Accreditation Leadership Team.
- By December, Standard groups conduct interviews and assemble key evidence.
 - By December 8th, Sub-Standard Co-Leads begin to organize and submit evidence to Standard Co-Chairs.

- If evidence does not exist, Sub-Standard Co-Leads will identify new ways to either prove the standard or ways to improve.
- On December 14th, Standard Co-Chairs meet with the ALO, Accreditation Co-Chairs, and Co-Editors to review evidence thus far.

Winter 2022

- By Feb 1st, Sub-Standard Co-Leads submit evidence to Standard Co-Chairs.
- By Feb 21st, Standard Co-Chairs submit initial rough draft of their standard to the Co-Editors.

Spring 2022

- By March 14th, Co-Editors submit edits/feedback to Standard Co-Chairs.
- By March 31st, Standard Co-Chairs submit revised draft of their standard to the Co-Editors.
- By May 20th, Co-Editors submit Standards I, II, and III of the draft ISER to the Steering Committee for review.
 - By May 27th, Standard IV submitted to Steering Committee.
- By June 8th, Steering Committee completes review of drafts and provides feedback via Microsoft Forms to the Co-Editors and Accreditation Co-Chairs.
- By June 13th, the Co-Editors and Accreditation Co-Chairs meet to discuss the major feedback areas and themes.
- By June 14th, Steering Committee discussion of edits, introduction, and the QFE facilitated by the Co-Editors and Accreditation Co-Chairs.
- By June 30th, Co-Editors and Standard Co-Chairs collaborate on feedback in order for Standard Co-Chairs to submit a final draft. The evidence must be saved in an electronic folder and labeled correctly.

Summer 2022

- By July 11th, Co-Editors and Standard Co-Chairs finalize draft ISER and evidence.
- By July 18th, Co-Editors email draft ISER to the VPAA/ALO for review.
- By August 1st, Accreditation Co-Chairs and Co-Editors present the draft ISER and QFE outline to the Superintendent/President for her review and edits.

Fall 2022

- By August 31st, draft ISER feedback received by the Accreditation Co-Chairs and Co-Editors from the Superintendent/President.
- By September 11th, Co-Editors make edits to the draft ISER and prepare for hard copies to be sent by the President's Office to the Board of Trustees for their review.
- Between September 12th and September 23rd, the Board of Trustees reviews the draft ISER.

- On October 4th, Accreditation Co-Chairs, the ALO, Co-Editors, and Standard Co-Chairs present the ISER to the Board of Trustees.
- Between October 5th and early November, final edits to the ISER to be completed by the Co-Editors followed by a final review by the Steering Committee.
- In November (or, early Spring 2022), Accreditation Co-Chairs, the ALO, Co-Editors, and selected Standard Co-Chairs present the ISER as a review (not discussion) item to the Academic Senate, Associated Students, CSEA, and Management Association.
- By December 15th, Accreditation Co-Chairs, the ALO, and Co-Editors submit final ISER to the ACCJC.

Spring 2023

- Winter through mid-March, the Co-Editors, Accreditation Co-Chairs, ALO, and Superintendent/President prepare for the ACCJC Visiting Team.
- In February or March (if not done in November 2022), Accreditation Co-Chairs, the ALO, Co-Editors, and selected Standard Co-Chairs present the ISER as a review (not discussion) item to the Academic Senate, Associated Students, CSEA, and Management Association.
- On or by March 23rd, ACCJC Visiting Team ISER review.
- In late March/early April, SMC receives Core Inquiries from the ACCJC Team.
- By April 1st, the Steering Committee and Standard Co-Chairs prepare responses to the Core Inquiries.

Summer 2023

- By June 15th, the Steering Committee and Standard Co-Chairs with the support of the Co-Editors finalize responses to the Core Inquiries for the Superintendent/President's review.

Fall 2023

- During the week of September 25th, Focused Site Visit organized by the Superintendent/President and ALO in partnership with the ACCJC.
- By October 1st, ACCJC Focused Team Visit, October – focus on Core Inquiries

**SMC 2023 Accreditation Leadership Team
Institutional Self Evaluation Report (ISER)**

<p>Accreditation Self Evaluation Co-Chairs</p> <ul style="list-style-type: none">• Jamar London, Academic Senate President, Math• Dione Carter, Dean, Academic Affairs
<p>Accreditation Self Evaluation Co-Editors</p> <ul style="list-style-type: none">• George Davison, English• Mitchell Heskell, Dean of Education Enterprise
<p>Accreditation Liaison Officer</p> <ol style="list-style-type: none">1. Jennifer Merlic, Vice President, Academic Affairs (Spring 2021 – August 2021)2. Bradley Lane, Vice President, Academic Affairs (August 2021 – July 2022)3. Dione Carter, Dean, Academic Affairs (August 2022 – Present)
<p>Standard I: Mission, Academic Quality, Institutional Effectiveness and Integrity</p> <ul style="list-style-type: none">• Elisa Meyer, English• Teresita Rodriguez, Vice President, Enrollment Development <p>Standard IA: Mission</p> <ul style="list-style-type: none">• Marisol Moreno, History• Maria Muñoz, Interim Dean, Equity, Pathways and Inclusion <p>Standard IB: Assuring Academic Quality and Effectiveness</p> <ul style="list-style-type: none">• Stephanie Amerian, History• Hannah Lawler, Dean, Institutional Research <p>Standard IC: Institutional Integrity</p> <ul style="list-style-type: none">• Greg Brookins, Accounting and Business• Kiersten Elliot, Dean, Community and Academic Relations
<p>Standard II: Student Learning Programs and Services</p> <ul style="list-style-type: none">• Sal Veas, Business• Michael Tuitasi, Vice President, Student Affairs <p>Standard IIA: Instructional Programs</p> <ul style="list-style-type: none">• Lea Hald, Psychology (Fall 2021)• Sheila Cordova, (Winter 2022)• Jason Beardsley, Interim Vice President, Academic Affairs <p>Standard IIB: Library and Learning Resources</p> <ul style="list-style-type: none">• Bren Antrim, Library• Steve Hunt, Interim Director, Library and Information Services <p>Standard IIC: Student Services</p> <ul style="list-style-type: none">• Jose Cue, Counseling• Janet Robinson, Interim Dean, Counseling

Standard III: Resources

- Guido Davis DelPiccolo, Philosophy and Social Sciences
- Christopher Bonvenuto, Vice President, Business and Administration

Standard IIIA: Human Resources

- Andrew Nestler, Mathematics
- Tre'Shawn Hall-Baker, Dean, Human Resources

Standard IIIB: Physical Resources

- Judith Marasco, ESL
- Devin Starnes, Director, Facilities Maintenance and Operations

Standard IIIC: Technology Resources

- Steven Sedky, Business
- Marc Drescher, Chief Director, Information Technology

Standard IIID: Financial Resources

- Alexandra Tower, Life Sciences
- Kim Tran, Chief Director, Business Services

Standard IV: Leadership and Governance

- Nathaniel Donahue, Art
- Donald Girard, Senior Director, Government Relations and Institutional Communications

Standard IVA: Decision Making Roles and Processes

- Eric Oifer, Political Science
- Patricia Ramos, Dean, Academic Affairs

Standard IVB and IVC: Chief Executive Officer and Governing Board

- Vicenta Arrizon, Counseling
- Sherri Lee-Lewis, Vice President, Human Resources

Accreditation Steering Committee**Steering Committee Chair, Accreditation Liaison Officer**

- Bradley Lane, Vice President, Academic Affairs (August 2021 – July 2022)
- Dione Carter, Dean, Academic Affairs (August 2022 – Present)

Accreditation Co-Chairs

- Dione Carter
- Jamar London

Accreditation Co-Editors

- George Davison
- Mitchell Heskell

Academic Affairs and Standard Representatives

- Nathaniel Donahue
- Hannah Lawler

- Elisa Meyer

Academic Affairs and Student Support Services Classified Representatives

- Luis Jauregui
- Lindsay Poland

Equity and Standard Representative

- Maria Munoz

Student Representative

- Joshua Elizondo

Student Support Services Representatives

- Laurie Guglielmo
- Tracie Hunter
- Pressian Nicolov
- Esau Tovar

Organizational Information

Santa Monica College Management, September 2022

SENIOR ADMINISTRATIVE STAFF

1. Kathryn E. Jeffery, Superintendent/President
2. Christopher Bonvenuto, Vice-President, Business/Administration
3. Donald Girard, Senior Director, Government Relations/Institutional Communications
4. Jason Beardsley, Interim Vice-President, Academic Affairs
5. Sherri Lee-Lewis, Vice-President, Human Resources
6. Robert Myers, Campus Counsel (consultant)
7. Teresita Rodriguez, Vice-President, Enrollment Development
8. Michael Tuitasi, Vice-President, Student Affairs
9. (Vacant), Special Assistant to Superintendent/President
10. (Vacant) Executive Vice-President

DEANS

11. Rob Bailis, Artistic Director, The Broad Stage/PAC
12. Jason Beardsley, Academic Affairs (working as Interim VP Academic Affairs)
13. Dione Carter, Academic Affairs
14. Kiersten Elliott, Community and Academic Relations
15. Tre'Shawn Hall-Baker, Human Resources
16. Mitchell Heskell, Education Enterprise
17. Hannah Lawler, Institutional Research
18. Nick Mata, Special Programs (Interim)
19. Lizzy Moore, SMC Foundation/Institutional Advancement
20. Maria Muñoz, Equity, Pathways, and Inclusion (Interim)
21. Pressian Nicolov, International Education
22. Patricia Ramos, Academic Affairs
23. Janet Robinson, Counseling (Interim)
24. Scott Silverman, Noncredit and External Programs (Interim)
25. Esau Tovar, Enrollment Services

ASSOCIATE DEANS

26. Thomas Bui, Student Life (Interim)
27. Wendi DeMorst, Student Instructional Support (Interim)
28. Jose Hernandez, Outreach, Onboarding/Student Engagement (Int)
29. Tracie Hunter, Financial Aid/Scholarships
30. Denise Kinsella, International Education
31. Sasha King, Career/Technical Education (Interim)
32. Linda Sullivan, Facilities Programming
33. Tammara Whitaker, Online Services and Support (Interim)
34. Eric Williams, Health Sciences (Interim)
35. (Vacant) Health and Well-Being
36. Emeritus (Vacant, hiring in progress)

DIRECTORS (Academic)

37. Walter Butler Library and Information Services
38. Reggie Ellis, Athletics
39. Maral Hyeler, Instructional Services/External Programs
40. Lina Ladyzhenskaya, Student Judicial Affairs
41. Deirdre Weaver, Outreach and Onboarding Initiatives
42. Catherine Weir, International Development
43. (Vacant), Academic Computing

ASSISTANT DIRECTORS

44. Lydia Ayala, Athletics

PROJECT MANAGERS*

45. Deyadra Blye, Student Care Teams
46. Nancy Cardenas, LA HI Tech Student Support (50%)
47. Carrion-Palomares, Silvana Carrion, NSF Grant
48. Bonita Cooper, Upward Bound
49. Shari Davis, Special Assignments (nte 75%)
50. Jeffrey Gordon, IxD (50%)
51. Eartha Johnson, Guided Pathways/SEAP
52. Ferris Kavar, Sustainability
53. Aimee Lem, Pico Partnership (50%)
54. Maria Leon-Vasquez, Workforce Development
55. Jeannette Lopez, Child Care Access Means Parents in School
56. Sharlyne Massillon, Basic Needs
57. Ashley Mejia, Non-Credit (Adult Education) Programs
58. Debbie Ostorga, Hispanic Serving Institution STEM Grant
59. Vanan Yahnian, STEM
60. (Vacant) Pathways
61. (Vacant) Dream Resource Liaison (50%)
62. (Vacant), Student Equity Center

*Temporary management positions - categorically funded

CLASSIFIED ADMINISTRATORS

1. Johnnie Adams, Chief of Police
2. Marc Drescher, Chief Director of Information Technology
3. Jennifer Ferro, Director, Radio Station KCRW
4. Matthew Kiaman, Director, Network Services
5. Carol Long, Director of Classified Personnel
6. Kim Tran, Chief Director, Business Services

CLASSIFIED MANAGERS

7. Rebecca Agonafir, Director, Marketing and Communications
8. Cherry Aquino, Accounts Payable Supervisor
9. Anthony Barlow, Custodial Operations Supervisor

10. Tracy Beidleman, Director, Grants, SMC Foundation
11. Dennis Biddle, Assistant Director, Facilities Operations
12. Chiquita Brown, Campus Police Sergeant
13. Justin Carter, Custodial Operations Supervisor
14. Nyla Cotton, Director, Procurement, Contracts & Logistics
15. Lisa Davis, Warehouse and Mail Services Manager
16. David Dever, Director of Auxiliary Services
17. Veronica Diaz, Director, Budget
18. Mark Engfer, Network Communications Manager
19. Ian Fraser, Payroll Manager
20. Jaime Gonzalez, Accounting Supervisor (Auxiliary)
21. Darryl Gray, Custodial Operations Supervisor (WOC)
22. John Greenlee, Director of Facilities Finance
23. Amy Gurjian, Classification and Compensation Manager
24. Irma Haro, Controller
25. Denise Henninger, DSPS Manager
26. Jose G. Hernandez, Admissions and Records Supervisor
27. Felicia Hudson, Custodial Operations Supervisor
28. Michael Hudson, Assistant Director, Human Resources (Temp)
29. Eleasa Juarez, Campus Store Manager
30. Stacey Jones, Assessment Center Supervisor
31. Terry Kamibayashi, Asst. Director, Facilities Maintenance
32. Alan Kuykendall, Assistant Director, Human Resources (WOC)
33. Ann Le, Accounting Manager
34. John Linke, Supervising Personnel Analyst
35. Wendy Liu, Manager, Management Information Services
36. Yu-Ngok Lo, Assistant Director, Facilities Planning
37. Debra Locke, EOPS/CARE Supervisor
38. Brant Looney, Instructional Technology Services Manager
39. Stacy Neal, Director, Financial Aid and Scholarships
40. Mike Newport, KCRW Radio Station Operations Manager
41. Daniel Phillips, Director, Safety and Risk Management
42. Jaime Recinos, Campus Store Assistant Manager
43. Dan Rojas, Information System Security Officer
44. Jere Romano, Campus Police Captain
45. Robert Rudolph, Production Manager, Facilities Programming
46. Grace Smith, Director of Public Information
47. Jose Tostado, Construction Maintenance Supervisor
48. Paul Trautwein, Director of Web and Social Media Strategy
49. Robert Villanueva, Custodial Operations Supervisor
50. Bryan Wilson, CC Police Sergeant
51. Lisa Winter, Asst. Director, HR, Compliance/Title IX Administrator
52. Charlie Yen, Director, Facilities Planning and Construction
53. (Vacant), KCRW Radio Station Assistant Director
54. (Vacant), Accounting Manager, Fiscal
55. (Vacant), Child Care Services Supervisor

56. (Vacant), Grounds and Landscape Supervisor
57. (Vacant), Campus Police Sergeant
58. (Vacant), Asset Manager, Purchasing
59. (Vacant), Facilities Maintenance Supervisor
60. (Vacant), Director, Facilities Management
61. (Vacant) Director of Human Resources

CLASSIFIED CONFIDENTIALS

1. Diana Askew, AA III, V.P., Student Affairs
2. Leticia Kilian AA IV, Superintendent/President
3. Alan Kuykendall, HR Analyst, Employee/Labor Relations
4. Diana Pennington, AA III, V.P., Human Resources
5. Olinka Rodriguez, AA III, V.P., Business/Administration
6. Lisa Rose, Coordinator, District/Board of Trustees Office
7. Linda Subias, HR Analyst-Employee/Labor Relations
8. Rebecca Weiland, AA III, V.P., Academic Affairs

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard IA Mission

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.

Evidence of Meeting the Standard

The College’s educational purpose is embedded in its mission statement, which is informed by the core values described in the institutional Vision, Institutional Learning Outcomes (ILOs) and Supporting Goals. The Mission statement describes the students it intends to serve as “diverse individuals from local, national, and global communities.” The vision of Santa Monica College is to be “a leader and innovator in learning and achievement.” At the core of the College’s mission is the commitment to provide “a safe, inclusive, and dynamic learning environment that encourages personal and intellectual exploration one that challenges and supports students in achieving their educational goals.” The College achieves this goal by streamlining “pathways for transfer to a university and for career training” ([IA1_01_Vision_Mission_Goals](#)). This purpose, as defined, is consistent with the primary mission of the California Community Colleges as articulated in Education Code Section 66010.4 ([IA1_02_EdCode_66060.4](#)).

In 2016, the College added a baccalaureate degree in Interaction Design (IxD) to its degree offerings. The IxD degree provides a “high quality, affordable undergraduate education” to students while responding to the overwhelming demand for trained employees in this critical sector of the technology industry in California ([IA1_03_IxDSubstantiveChangeProposal](#)). For example, in the institutional Vision statement, it states 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, the program is another exciting opportunity to enact that vision.

The Interaction Design degree (IxD) is consistent with SMC's institutional mission to provide a "high quality, affordable undergraduate education" to students while responding to the overwhelming demand for trained employees in this critical sector of the technology industry in California. The focus of the IxD bachelor's degree program is consistent with the College's Mission statement, "... 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 bachelor's degree also meets the institution's commitment to provide "streamlined pathways to...career training." The mission statement was revised to reflect these changes in 2017.

Analysis and Evaluation

The College meets this standard by describing its educational purpose, intended student population, offerings, and commitment to students. The College has worked steadily to ensure that recent planning documents clearly articulate the College's commitment to racial equity and preparing students for the workforce. The mission statement should be revised to mirror those efforts and further emphasize said commitment.

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

Evidence of Meeting the Standard

The District Planning and Advisory Council (DPAC) is the College's primary planning body that coordinates institutional planning toward completion of multi-year goals which fulfill the College's Mission and Vision through collaboration of all constituent groups ([IVA1 7 DPAC Charter](#), [IVA1 8 BP3260](#)). Using data from the Office of Institutional Research provided as metrics through the Institutional Effectiveness Committee (see below), it is the responsibility of DPAC to develop Annual Action Plans and oversee the long-term planning efforts of reviewing the Vision, Mission, and Goals, assessing the College's Planning process, and developing new Strategic Initiatives every five years ([IVA1 9 DPAC Scope and Function](#)). The membership of DPAC is formed of representatives from the college's four constituent groups: faculty, students, staff, and administrators. In the most recent strategic planning cycle encompassing the past five years, DPAC revised and refined its planning process and procedure to focus on Annual Action Plans rather than the previous, more ad-hoc annual institutional objectives ([IVA1 10 DPAC Minutes-Changes in Process](#)).

Through the leadership of the Academic Senate Joint Institutional Effectiveness Committee (IEC) co-steered with the Office of Institutional Research, the College engages in the systematic and continuous process of measuring the extent to which SMC achieves its mission as expressed through its goals and strategic objectives developed in its education master plan. The IE process involves the compilation and analyses of pertinent data metrics and discussion

of the College's performance on the metrics against minimum standards (called "institution-set standards" by ACCJC) and target goals ([IA2_02_IE_Report_2020-2021](#)). Each year, the IE Committee reviews the metrics and makes recommendations for revisions based on the current goals and priorities of the College. Each fall, the IE Committee and the Office of Institutional Research present the Institutional Effectiveness Report and Dashboard to DPAC and the Board of Trustees. The Dashboard presents year-over-year data and centralizes annual progress toward the achievement of agreed-upon metrics of institutional effectiveness. This report includes recommendations based on analysis of the data findings in the IE report and Dashboard and committee discussions focused on improving institutional effectiveness ([IA2_03_2021-2022-IEC-Report-to-DPAC](#)).

It is a priority to support the use of data to assess the mission at the ground-levels (in the classroom, programs, etc.) by providing interactive, dynamic self-service data reporting tools. To encourage more widespread use of data, the College launched an internal web-based data repository, Precision Campus, for department chairs, managers, and program leaders to assess data in preparation of annual and six-year program review self-evaluation reports. Other public web-based data dashboards feature current student demographics, course enrollment, course success and retention, and degrees and certificates awarded. These dashboards serve as visual tools to assist college practitioners to monitor SMC's performance and assess whether target goals are being met. As part of the public data dashboard, the Interaction Design program's awarded degrees are reported by the Office of Institutional Research ([IA2-04_SMCWebDataDashboards](#)).

Analysis and Evaluation

SMC meets this standard by analyzing internally collected longitudinal data for processes and reports related to the Mission, ILOs and Supporting Goals. This allows the College to identify and prioritize those areas needing critical attention. The process of improving institutional effectiveness and developing new strategies to improve student achievement and learning relies on dialogue and collaborative inquiry among college constituents around institutional performance. This While the College has aligned institutional planning with institutional priorities (e.g., BOT priorities, major initiatives like Pathways and Equity) as it simultaneously increased the training on, and use of, data that informs program leaders and department chairs in their decisions, the College should formalize a process by which PBARs (Personnel and Budget Augmentation Request) for resources are analyzed and prioritized by their contribution to the greater vision rather than as isolated requests.

A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs

institutional goals for student learning and achievement.

Evidence of Meeting the Standard

To align institutional programs and services with the College's mission, DPAC reviews several major planning documents, including, but not limited to, the Program Review Annual Planning Summary. These documents feed into the DPAC Annual Action Plans which align and support the District's Strategic Initiatives and Objectives ([IA3 01 Annual-Action-Plan](#)).

One example of this alignment can be found in Program Review, which is the process through which Santa Monica College ensures that every program, department, administrative, and support unit engages in ongoing self-evaluation thereby directly supporting the College Mission as a measure of institutional effectiveness through the lens of each program. The review process is structured with specific annual and six-year prompts to which programs must respond, including demonstrating how program goals and functions support and align with the institutional mission. Prompt #1 asks programs to reflect on its alignment with the College's mission ([IA3 02 ProgRevPrompt](#)).

The program review process and the documentation it provides serve as a resource for institutional planning, decision-making, and resource allocation processes. Through the identification of overarching trends and needs noted in the Program Review Annual Planning Summary of all programs, the process contributes to framing the institutional discussion around institutional effectiveness and goal setting for student learning and achievement ([IA3 03 DPAC-Annual-Report-2020-2021](#)).

To ensure the alignment of resource allocation, the DPAC Budget Planning Subcommittee makes recommendations as directed by DPAC on matters within its jurisdiction that are consistent with the District's Vision, Mission, and Supporting Goals, Strategic Initiatives, and the Annual Action Plans ([IA3 04 Adopted-Budget-Presentation-2020-2021-DPAC](#)). It reviews, analyzes, and advises DPAC of the budgetary impact of any DPAC planning initiatives. The DPAC Strategic Annual Report identifies linkages among the various components of the overall institutional planning process, provides an estimated cost and funding source (with a descriptive budget narrative) for each action plan and describes methods to accomplish each action plan; and lists anticipated outcomes for each action plan. The resulting Strategic Planning Report is then forwarded to the Superintendent/President as a recommendation for adoption.

In preparation for formulating annual action plans, DPAC reviews several major planning documents, including, but not limited to the Board of Trustees Annual Goals and Priorities ([IA3 05 Board-Goals-and-Ongoing-Priorities](#)). DPAC Annual Action Plans include budget narratives to align and support the District's Strategic Initiatives and Objectives ([IA3 06 2020-21 Adopted Budget Report Narrative](#)).

The baccalaureate degree also aligns with the College's mission and utilizes the program review process. The Design Technology Program, which houses the Interaction Design baccalaureate degree program, submits annual and 6-year Program Review reports to the Joint

Academic Senate Program Review Committee. The Interaction Design (IXD) Career Services Pathways Map was created to help in collaborating with both Career Services and Counseling to create intentional support and benchmarks for IXD students in their internship and job journey ([IA3 07 PR DesignTechnology-SixYear-2017-2018](#)).

Analysis and Evaluation

The College's programs and services meet this standard through DPAC's regular review and assessments. To improve the process, the Joint Academic Senate Program Review Committee and the Program Review SLO Taskforce are currently evaluating the frequency and process for Program Review to ensure that it remains a relevant evaluation tool and is utilized for continuous program improvement. Elements that are a part of this revision include creating more transparency regarding the program review process, including how the recommendations connect to resource allocation.

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

Evidence of Meeting the Standard

To help SMC's constituents and the public understand the College's goals, the College Vision, Mission, Supporting Goals, and Institutional Learning Outcomes are widely published in numerous places, including the Santa Monica College website ([IA4 01 Website Vision Mission Goals](#)) and the College Course Catalog ([IA4 02 SMCcatalog 2020-21](#)).

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

Review of the SMC Mission Statement was part of the District Planning and Advisory Council's (DPAC) Strategic Planning Process that took place in 2017. The Strategic Planning Task Force reviewed and revised the Mission Statement and requested that it be forwarded to constituent groups for review and input. Suggestions and comments were considered by the Strategic Planning Task Force, and a revised version of the Mission Statement was forwarded to DPAC for approval. DPAC made changes in text to improve clarity and style, but not content ([IA4 03 DPAC 6-14-2017-Minutes](#)). DPAC submitted the revised statement as a

recommendation to the Superintendent/President. Upon approval, the updated SMC Mission Statement was submitted for review and approval by the Board of Trustees. The Board of Trustees revised and approved the SMC Mission Statement on July 11, 2017 ([IA4 04 BOT Mtg Minutes 07 11 2017](#)).

Analysis and Evaluation

SMC meets this standard by publishing its mission statement in multiple locations, so it is accessible to both the campus and the local community. The process for revising and recommending changes is every five years; however, when needed, the mission statement is revisited to ensure it aligns with the College's programs.

Conclusion Standard 1A

SMC's commitment to providing a quality educational experience for students in both transfer and career pathways is evident in its mission statement and processes are in place to make sure that planning collegewide is executing the College's core values. These values, as is evidenced in the College's Vision, Mission, Supporting Goals and ILOs are widely publicized. When needed, there is a process to review the mission and gain input from all campus constituencies.

Improvement Plan

- SMC's mission statement should be revised to include the College's commitment to racial equity, which is reflected in more recent planning documents
- Strengthen the alignment of the decision making, planning, and resource allocation to the SMC mission by conducting a thorough review of existing planning structures and processes to inform the redesign of relevant processes, including, but not limited to master planning, program review, curriculum review, college planning, and budgeting

Standard IB Academic Quality and Institutional Effectiveness

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

Evidence of Meeting the Standard

Every year, several sessions of the college-wide Flex Day professional development events are dedicated to workshop topics focused on providing opportunities for cross-interdisciplinary dialogue about data, including both quantitative and qualitative, to promote continuous improvement of student learning, achievement, and 4 ([IB1-01 Fall2020FlexProg](#)). The opportunities for dialogue continue throughout the year as the college offers over 100 professional development workshops and training each year ([IB1-02 PDPMaster20-21](#)).

In addition, there are opportunities for the broad campus community to engage in discussions about student outcomes and equity through dedicated spaces like the Equity Speaks series ([IB1-03 EquitySpeaks091118](#)) and Research Roundtable discussions ([IB1-04 Roundtable111220](#)) that are topical in nature and are designed to prompt reflection and dialogue about the College's effectiveness in supporting students, their learning, and achievement and progress on efforts to advance racial equity in student outcomes and experiences.

The sustained and substantive dialogue about institutional effectiveness at the College is facilitated by the work of the Academic Senate Institutional Effectiveness Committee, whose scope includes reviewing and analyzing key performance metrics for institutional effectiveness, including student success and equity, and making recommendations for continuous improvement based on the College's performance on the metrics ([IB1-05 IECScope](#)).

At the department-level, discussions about student learning and outcomes, equity, academic quality, effectiveness, and continuous improvement primarily occur in departmental meetings. The annual ([IB1_06 AnnualProgramReview](#)) and comprehensive program review process ([IB1_07 Six-Year ProgReview](#)) is in place to ensure all instructional, student support programs, and administrative units engage in continuous improvement through regular assessment and evaluation activities. The questions in the program review template prompts departments to describe the results of data evaluating the quality and effectiveness of the program and analyze the insights drawn from the data to inform future actions and planning. In subsequent program reviews, a department will be able to assess the results of the plan's goals and outcomes.

Analysis and Evaluation

The College meets this standard by engaging in regular, systematic dialogue furthering the continuous improvement of student learning outcomes, student equity, and institutional effectiveness at all levels of the college.

B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Evidence of Meeting the Standard

All Course Outlines of Record (CORs) and syllabi list the course Student Learning Outcomes. The faculty handbook states that syllabi must include course SLOs and includes further guidance from the SMC "model syllabus" ([IB2_01_FacultyHandbook](#)). At the beginning of the semester, syllabi are uploaded into the mProfessor (SMC's online platform for instructors) for each course. Course Outlines of Record are also housed in the CurrIQunet META publicly accessible database. As part of the faculty observation process, the standardized faculty evaluation Professionalism form assesses whether faculty are participating in the creation, discussion, and assessment of SLOs ([IB2_2_Professionalism_Form](#)).

To support the learning of racially minoritized students and other groups who have been historically excluded from higher education, the Academic Senate Equity and Diversity Committee developed an Equity Resource Guide which includes a section on best practices related to using an equity-minded framework in assessment of student learning ([IB2-03_EquityResGde](#)).

Programs regularly assess course SLOs in a manner that fits the program. Some programs assess all course SLOs every semester, while others pinpoint specific outcomes on which to focus. Faculty input individual student SLO results into mProfessor at the end of each semester analyzing the generated data in discussion.

For example, before the implementation of AB 705 (pre-2018), which led to the establishment of English 1 + 28, a transfer-level English course with co-requisite support, the English department used a Common Essay for English 20 and 21A/B ([IB2_04_Sp18CEPrompt](#)). This allowed instructors to compare and discuss assessment outcome data. Currently, English 1 + 28 does not use a common assessment, but all sections of the courses are anchored by a research paper capstone assignment. The department has an agreed-upon definition of "excellence" that these papers represent. Each year the English department holds an essay contest for this assignment. The winner and two runners-up receive small grants, and their essays are used as examples in following semesters ([IB2_05_ContestFlyer](#)).

The process for defining SLOs for student and learning support services is activity dependent. Each of the 20+ counseling-based student support programs share two common SLOs related to what students will have learned as a result of meeting with a counselor in an individual counseling session ([IB2_06_CounsSLOs](#), [IB2_07_DSPPS6yrPR](#)). Other student and learning support services define service unit outcomes (UOs) or statements of what a student will have experienced as a result of participating in a specific activity or service.

For instance, the Black Collegians Program uses qualitative student survey data to assess one of

their Unit Outcomes that “Students who visit the Black Collegians Center will perceive the space to be welcoming.” Black Collegians moved into the new Student Service Center in May of 2019, and the survey provided program leaders with qualitative data on students’ perception of the physical space and environment. Students are surveyed at the end of each academic year, with the first survey administered in Spring 2020. The survey results directly inform and guide the program’s planning for changes to the physical space, workflow, policies, and procedures. Since Black Collegians shares the space with the Latino Center, the results are shared with that sister program to inform its approach as well ([1B2-08 BC6yrPR](#)).

The SLO portal, which was developed in 2011, is a web-based platform that streamlines the recording and analyses of student-level course SLO results ([1B2-09 SLOPortal](#)). At the end of each semester, faculty indicate which students on their roster have mastered the learning outcome for each SLO and course. The student-level data are matched to the demographic information and other course attributes, and summary reports aggregating the results of SLO mastery rates are generated at the section, course, discipline, department, and institutional levels. Counselors also use the portal to indicate the learning outcome results for counseling sessions with individual students. The information generated by the SLO portal is compiled in the College’s data reports and dashboard system, SMC Precision Campus, where data can be filtered and disaggregated by the user ([1B2-10 PrecCampSLOdata](#)).

The information generated by the SLO Portal is used to assess Program Learning Outcomes (PLOs) and ILOs. Each course, counseling, and degree/certificate program learning outcome is directly linked to one or more core competencies of the ILOs. As such, the SLO results can be aggregated by core competency and ILO ([IB2 11 Core Competencies ILOMap Outcomes](#)). The Academic Senate Institutional Effectiveness Committee monitors and reviews the college’s performance on the ILOs each year as ILO mastery rates are included in the annual institutional effectiveness dashboard ([IB2 12 IE Report and Dashboard2018](#)).

Programs assess and reflect on PLOs during the comprehensive Program Review process that is undertaken every six years. Programs use this opportunity to reflect on their program-level learning outcomes in relation to data collected for course-level SLOs and make appropriate changes and updates. Programs provide faculty participation rates and methods in the comprehensive program review report ([IB2 13 Sample PLO Catalog Accounting](#)).

Currently, the College is piloting an indirect assessment of PLOs by surveying graduating students, asking them to report the extent to which they have met learning outcomes for the program. The pilot program is assessing two programs, Accounting and ECE. We are planning to conduct the survey annually and include additional programs

Analysis and Evaluation

The College meets this standard as its Student Learning Outcomes are defined at the course level, program level, and institutional level. All instructional programs and student support services have defined Student Learning Outcomes that are regularly reassessed. SLOs are regularly assessed, and data is collected and analyzed at the program level.

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

Evidence of Meeting the Standard

The College has established institution-set standards for key metrics assessing student success and achievement, such as course success, transfer, and license exam pass rates. Institution-set standards reflect the satisfactory performance of student learning and achievement. The initial standards were defined by the Academic Senate Institutional Effectiveness Committee in 2013, and each year, the committee reviews the appropriateness of each standard based on the College's current and emerging internal conditions ([IB3-01 IECScope](#)). When necessary, the IEC makes recommendations for revisions to the set standards ([IB3-02 IECMin022322](#)). Trend performance data on the metrics, as evaluated against the institution-set standards, are published in the annual ACCJC report ([IB3-03 ACCJCRep21](#)).

In addition, the institution-set standards are published in the college's annual Institutional Effectiveness (IE) report, which provides trend data related to student success, equity, and institutional effectiveness. The IE report provides an analysis of the student success metrics against the institution-set standards, and documents where the College is falling below the standard ([IB3-04 IERep2018](#)). Annually, the IE report is presented to various planning bodies, including DPAC and the Board of Trustees.

Analysis and Evaluation

The College meets this standard through its institution-set standards for student achievement, which are annually evaluated to ensure they align with the College's mission and maintain the College's pursuit of continuous improvement.

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

Evidence of Meeting the Standard

At the program-level, the program review process ensures systematic use of data to assess student success challenges and inform improvement strategies at SMC.

For example, as part of its self-study process for program review, the Computer Science & Information Systems (CSIS) Department examined the number of degree/certificates awarded in its programs as a metric of quality of the programs. In 2016-2017, CSIS recorded 82 degrees and certificates awarded. To improve departmental completions, the department leveraged the Redesign Program Mapping Day and solicited input from industry advisory

boards to better align existing credentials with transfer pathways and ensure program offerings are relevant and meet the emerging needs of the industry. These efforts resulted in the revision of three existing associate degrees and three certificates, the creation of three new certificates (Azure, Data Science, Cybersecurity), and development of 20 new courses. Survey data indicated that students perceived these changes to positively impact their completion and future employment outcomes, and these changes have led to year-over-year increases in completions in CSIS. In 2020-2021, CSIS awarded 209 degrees/certificates, an increase of 155% when compared to 2016-2017 ([IB4-01 CSIS6yrPR21](#)).

Aside from program review, Institutional Research plays a critical role in promoting the data culture on campus, which is rooted in equity-minded inquiry. As a result, SMC embraces the adage “data don’t drive” and acknowledges the limitation of data metrics alone in revealing the actions necessary to improve student success. Practitioners drive the data; to that end, SMC’s Office of Institutional Research (OIR) has focused its recent efforts in fostering a broader sense of curiosity and inquiry among campus leaders and departments.

An example from the Design Technology department illustrates how inquiry informs change at SMC. Early in the COVID-19 pandemic, Design Technology faculty observed lower course completion among students in their classes. Before jumping to solutions to address the decline, faculty engaged in inquiry and used insights drawn from student interviews conducted by OIR during the pandemic to inform the design of interventions to better support students learning online. Each proposed strategy directly addressed at least one challenge identified by student interviewees. For instance, one strategy related to offering alternative assessments beyond timed tests was designed to meet the time constraints experienced by working students and student parents ([IB4-02 StudentStoriesCov19](#); [IB4-03 MurActBoard](#)).

In addition, the College started administering a data culture assessment of managers and faculty leaders in 2020, which will be administered at least once every two years, to document the various facets of the College’s support of and use of evidence to support planning and student success. The data are used by the OIR to inform its annual objectives and priorities for professional development ([IB4-04 DataCultAss20](#)).

Furthermore, data dashboards and reports democratize access to data so a broad range of interested parties can engage in data assessment as they support student learning and achievement. Data describing students and their success is accessible through SMC’s online data mart, Precision Campus, which provides dozens of data dashboards and visualizations, like student headcount, course enrollment, course success and retention, degrees and certificates, participation in student support programs, and course SLO completion rates. The tool allows users to filter and disaggregate data by student demographic groups (I.e., gender, ethnicity/race, enrollment status, low-income status) and course attributes (I.e., online course, day/evening course). This data is frequently the starting point for programs, departments, and committees in their assessment, evaluation, inquiry, and goal-setting processes ([IB4-05 PrecCampGuide](#)). During the 2021-2022 academic year, Precision Campus is being introduced to faculty through department presentations.

The SMC Data Coaching Program is a formalized program that is designed to advance the

campus's data culture to ensure data are used for continuous improvement efforts. In 2017, OIR ([1B-06 DataCoachSite](#))

For instance, the present iteration of the data coaching program engages department chairs and academic affairs leadership in a year-long professional development program educating practitioners in techniques of disaggregating and analyzing data using Precision Campus to inform inquiry questions that lead to insights about effective strategies and interventions in addressing racial inequity and overall student success ([1B4-07 EquityAvengPPT21](#)).

Analysis and Evaluation

SMC meets this standard by using varied forms of assessment data to inform planning activities that ultimately improve student learning, experience, and student achievement, and is working to create an inquiry-minded data driven culture on campus. Examples of the use of data are embedded in the discussion of the institutional processes and structures that are in place that support the compilation, analyses, and use of assessment data.

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

Evidence of Meeting the Standard

Quantitative data that is disaggregated for analysis is available through the Precision Campus platform, a college data mart that provides access to information needed for the self-evaluation report written by instructional and student support programs. Precision Campus contains dozens of data reports about student outcomes, including course success, term-to-term persistence, degree/certificate completion, and course SLO results, which can be disaggregated and filtered by various student and course attributes (i.e., student ethnicity/race, course distance education status, course AB 705 type). The reports allow users to view and analyze change over time for courses and programs. Program review questions that directly prompt for analyses of student outcome metrics embed program-level data describing performance of the metric directly into the online program review form. This facilitates the review and analyses of the data for program review ([1B5-01 1yrPRTemplate](#)).

To assist programs, services, and units with this assessment, Program Review Guides are provided for instructional programs, student services, and administrative units on the Program Review website. The guides go through each section of the current Program Review template, providing the prompts and explanations of the types of information pertinent to that section. For instance, Sections C for Program Evaluation prompts programs to reflect on Student Learning Outcomes and other achievement data. Programs must list the specific SLOs they have chosen to focus on for that review cycle and explain how the SLOs were assessed, discussed, and used for program improvement and planning. Section D for Program

Improvement prompts programs to "look back" on previous years' objectives, goals, and achievements, as well as "move forward" with plans for the future based on the Program Evaluation data and analysis provided in Section C. The guide provides sample responses to help guide programs in their specific inquiry ([1B5-02 InstCTEPRGuide](#), [1B5-03 StudServPRGuide](#), [1B5-04 AdminUnitPRGuide](#))

Here are some examples of the program review process effectiveness in promoting continuous improvement:

- The Cosmetology department, as part of its comprehensive review process, examined disaggregated data about students accessing courses in its programs. The data revealed that in 2017-2018, men made up approximately 7% of students enrolled in cosmetology courses. When compared to the representation of men in the overall student population (44%), disproportionately fewer men accessed the Cosmetology program which indicates that male students are experiencing a gap in terms of program access. Based on their analyses of the data, the department set an objective to explore the development of a barbering program to attract more male students. Expanding on bullet points for history/peer mentoring example: As evidenced in their program review ([1B5 05 Cosmetology6YearReview](#))
- One of the History department's goals and objectives includes building students' transferable skills, including writing, critical thinking, problem solving, and communication ([1B5 06 History2019-2020 ProgramReview](#)). As part of their self-evaluation and assessment of the extent to which they achieve this goal, the History Department analyzed course success rates disaggregated by race/ethnicity. They found equity gaps for Black and Latinx students and determined they were not meeting their goal of providing transferable skills. In response, they requested student equity funding to develop the History Peer Learning Program. The program involves engaging student peers to provide daily individual and small group mentorship and lead skills workshops (for example note-taking, metacognition, asking for help) for others enrolled in gateway history courses.

Analysis and Evaluation

The College meets this standard through its program review process. The current annual and comprehensive program review reports, documents, and assesses program goals and objectives, SLO data, as well as other student achievement data that programs collect. Annual program review reports are consolidated into a report for DPAC thereby informing strategic planning and institutional decision making.

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

Evidence of Meeting the Standard

The disaggregation of learning outcomes and achievement data is a regular practice at SMC. Precision Campus data reports and dashboards ensure practitioners have the ability to disaggregate the most common student learning and success metrics by various student groups, including race/ethnicity, gender, first-generation status, veteran status, and low-income status ([1B6-01 PCVariables](#)). In addition, the Office of Institutional Research automatically disaggregates all quantitative data by student race/ethnicity that are requested through the ad hoc research/data request process ([1B6-02 IRServAgrmnt](#)). Moreover, the program review template prompts programs to disaggregate student learning outcomes and achievement data, at a minimum course success/retention, for subpopulations of students ([1B6-03 1yrPRTemp](#)).

To bring meaning to the practice of disaggregating data, efforts are made to increase literacy around identifying gaps and promoting inquiry to identify appropriate strategies for reduction:

- The Office of Institutional Research has produced a suite of tools, including how-to videos, synchronous training sessions, a guide, and an equity gap calculator, to facilitate the analysis of disaggregated student outcomes and achievement data, and so that practitioners can be better informed in developing intentional interventions ([1B6-04 StepsDataGuide](#), [1B6-05 PrimerDataGuide](#)).
- These tools are also utilized on specific projects. For example, in 2019, Santa Monica College competed for and was awarded a five-year \$2.5 million-dollar NSF Grant to foster an equity-minded student success culture in STEM programs through faculty development that will enhance the success of Latinx, Black and other underrepresented STEM students ([1B6-06 NSFDesc](#)). First-year and other tenure-track STEM faculty participate in cohorts supported by equity coaches and existing STEM faculty equity leaders. Each cohort of faculty participates in a year-long learning community that researches, pilots, and assesses a range of culturally responsive research-based pedagogical innovations and then disseminates the outcomes of their projects both internally and externally in connection with the college's Center for Teaching and Learning. The activities of each cohort begins with a review and analyses of disaggregated course success data, and these projects have led to course-level changes ([1B6-6 Anthro5SylRev](#)).
- As a part of the College's Guided Pathways Redesign implementation, the Equitizing Gateway Courses program is a multi-semester program that cultivates equity-centered practices to better serve Black and Latinx students. Over the course of four semesters, faculty engage in large groups as well as small, department-based "Equity to Action Groups" that create a community of practice and peer-to-peer support, culminating in a substantial redesign of the course outline record to achieve more equitable outcomes for students. In this way, faculty will develop and implement the changes in teaching practice at the course level for the highest enrolled courses at the college. Across two cohorts so far, more than 300 faculty will have participated in the two-year EGC program ([1B6-7 EGCWebPh2](#)).

The analysis of equity gaps informs the planning process, and strategies are implemented to

mitigate the gaps. For example, the College's performance on metrics related to successful course completion, degree/certificate completion, and transfer to a four-year institution, including gaps in outcomes for racially minoritized groups, are monitored by the Institutional Effectiveness Committee each year. The committee's summary report describing SMC's progress in closing racial equity gaps for these and other student outcome metrics feed into the district planning processes and inform the focus and direction of annual college action plans ([1B6-8 IECRep19-20](#)).

This analysis also occurs at the committee level. For example, the Probationary/Disqualification Subcommittee of the Academic Senate Joint Student Affairs Committee examined probationary rates and changed the withdrawal threshold in an Administrative Regulation (AR) when the data revealed that racially minoritized students were disproportionately and negatively impacted by the policy ([1B6-9 SASubComAgenda](#), [1B6-10 UnitsTermGPABrief](#), [1B6-11 AR4250Rev](#)).

The STEM Scholars Program (served over 1,500 students since 2011) has demonstrated effectiveness in reducing equity gaps in terms of STEM degree completion for Latinx students (gap reduced from 12% in 2014-15 to 6% in 2019-20) by adopting various high-impact practices (cohort-based counseling, summer research experience at UCLA, peer mentoring and tutoring and contextualized courses) to support students to degree completion and transfer in STEM ([1B6 12 STEMInfographic](#)).

Analysis and Evaluation

SMC meets this standard by putting structures in place to ensure that student learning and achievement data are not only disaggregated by subpopulations of students regularly, but the college is creating a data literacy culture around how to identify gaps. This analysis at all levels of the College's endeavors illustrates efforts to mitigate those gaps and evaluate the efficacy of those strategies.

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

Evidence of Meeting the Standard

The College's District Planning and Advisory Council (DPAC) is the College's primary planning body and includes equal representation from administration, faculty, classified professionals, and students. DPAC is the body primarily responsible for making recommendations to the Superintendent/President on matters that are not otherwise the primary responsibility of any one campus group. Issues include, but are not limited to, district budget, facilities, human resources, instruction, student services and technology planning. This inclusive consultation process, which directly includes students, is instrumental in moving

college initiatives forward ([1B7 01 WebBP2515](#)).

As part of district planning, all instructional programs and student and learning support service programs undergo annual and six-year program review. During this process, programs conduct inquiries into their effectiveness and report on their plans to support the academic quality and accomplishment of the college's mission. The Program Review process itself is also subject to evaluation, and in the 2021-2022 academic year, the College began the revamping of the Program Review process, procedure, and timeline, to ensure that it most effectively supports programs' efforts at continuous improvement and institutional planning.

The Program Review Academic Senate Joint Committee is leading this process in conjunction with senior administrators and the Academic Senate. At the May 4, 2021, Academic Senate meeting two resolutions were passed, pausing six-year reviews for the 21-22 academic year to allow the Program Review Committee time to work on the revamp process and the creation of a separate track of program review for administrative units that will be reviewed separately from the Academic Senate Program Review Committee ([1B7 02 ASMin050421](#)). The College expects to finish the revamp at the end of the 2022-2023 academic year. Program Review reports have also been suspended for the academic year to allow the committee time to work on the revamp, and the progress and comprehensive reports will recommence at the start of the 2023-2024 academic year. Once the new process is finalized, programs will receive training and support materials ([1B7-03 PRTaskforcePPT](#), [1B7-04 PRCommMin111621](#)).

To improve the student experience, the Student Affairs Academic Senate Joint Committee regularly evaluates Administrative Regulations and Board Policies that relate to students. It uses data to inform proposed changes to policies and clarifications. For example, the Distance Education Committee refined the language used to describe course modality labels and descriptions, more accurately reflecting faculty and administrative understanding while clarifying communication with the students. With Academic Senate input and approval in Fall 2021, the committee created a Senate Ad Hoc Modalities Committee to address this issue. A student survey was conducted to gain feedback on these proposed changes, thus responding to student needs with new policies and procedures ([1B7-09 DEComm092821](#), [1B7-10 DEComm102621](#), [1B7-11 CrseModSurvey](#)).

When it comes to resource management, policies and practices are also regularly evaluated. The Academic Senate Joint Personnel Policies Committee (PPC) and the DPAC Human Resources Subcommittee work to develop and implement effective policies and practices for human resource management. The PPC oversees the review and revisions of ARs related to revision of AR related to personnel matters while DPAC Human Resources reviews data and practices related to staffing needs to inform district-wide strategies and recommendations and revise board policies and ARs related to college employees ([1B7-12 PersonPolScop](#), [1B7-13 DPACHumResSub](#)).

The DPAC Budget Planning Subcommittee develops and implements policies and practices related to financial resource management regarding District and categorical funds ([1B7-14 DPACBudgetDuties](#)). The Grants Advisory Team, a newly formed body on campus, advises on institutional efforts to acquire and manage grant funding from public and private

sources ([1B7-15 GrantAdviseWeb](#), [1B7-16 GrantProcessFrm](#)).

The Academic Senate Joint Information Services Committee (ISC) and DPAC Technology Planning Committee are charged with maintaining and improving the management of technology resources. The ISC provides vision, examines policies, and develops plans for academic information technology and digital education as well as districtwide technology infrastructure and support ([1B7-17 ISCScope](#)). DPAC Technology Planning Committee looks at the College's technological innovation and digital culture on a broader scale ([1B7-18 DPACTechCommDuties](#)). Both committees collaborated with the Office of Institutional Research to secure an Institutional Effectiveness Partnership Initiative (IEPI) grant in 2018 to conduct an assessment of existing technology structures, policies, and procedures and practices and document the campus' current and emerging technology needs ([1B7-19 IEPILOI](#)). The findings from the assessment led to revisions of several ARs related to policies as well as the development of the Technology Master Plan ([1B7-20 InfoTechPlan20-25](#)).

Analysis and Evaluation

The College meets this standard by regularly evaluating policies and practices via multiple methods and perspectives, including via Academic Senate standing committees, Program Review, and DPAC, so all areas of the college achieve effective levels of supporting academic quality and the accomplishment of the mission.

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

Evidence of Meeting the Standard

Assessment and evaluation results are central to framing and setting the rationale for recommendations, priorities, and strategies defined in college planning documents. The annual IEC Report provides a summary of the College's performance on metrics assessing effectiveness, including the Vision for Success and student equity goals, which are publicly shared in various college-wide spaces, including DPAC, the Academic Senate, and the Board of Trustees ([1B8-01 IEReport20](#), [1B8-02 VSReport19](#), [1B8-03 SEP19-22](#)).

As the College engages in data collection as part of the planning process, the Research Advisory Group counsels the Office of Institutional Research regarding research policies, procedures, and initiatives. This group, which meets approximately two times a year, participates in the development and update of the college's research agenda. The group's membership represents a wide range of college functions and areas and includes faculty, staff, and administrators. Findings of college-level assessment and evaluation findings are shared during the Research Advisory Group meetings ([1B8-04 PPTApril20RAG](#)).

To best communicate results of research findings to specific groups, the Office of Institutional

Research employs several strategies, including department and committee presentations, infographics, narrative reports, Research Roundtable Events, and the IR website ([1B8-05 NACCResults](#), [1B8_06 GPSPersistence Infographic](#), [1B8_07 InstitutionalResearchWebsite](#)).

Analysis and Evaluation

SMC meets this standard by widely publishing assessment and evaluation activities so that the College has a shared understanding of its strengths and weaknesses. This enables the College to set appropriate priorities. These activities are also published publicly so the broader community has access.

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

Evidence of Meeting the Standard

The college engages in continuous, broad-based, strategic planning. The District Planning and Advisory Council (DPAC) is the main venue for institutional planning, as it integrates Program Review with resource allocation ([1B9_01 Annual PRSummary](#)). In the fall, the Program Review Committee submits an annual report to DPAC to assist with DPAC's annual planning. This report along with other planning documents informs DPAC Action Plans which support the planning and implementation of District resources. ([1B9-02 DPACActPlan22-23](#), [1B9_03 TechnologyMasterPlan](#), [1B9-05 SEExecSum](#)). For instance, prior to an action plan approval, the responsible party must submit a budget information form ([1B9_03 ActionPlanBudget](#)). As a follow-up, the party submits an end-of-year report that update DPAC on the resources used ([1B9_04 YearEndReport](#)). Additionally, strategic planning occurs through the Strategic Planning Task Force that is a part of DPAC. In 2016-2017 the college worked with the Collaborative Brain Trust, a consulting group with a wide range of expertise, to lead a strategic planning initiative ([1B9-06 StrategicPlan](#)). The College has, once again, in 2021-2022 begun a new planning cycle that is ongoing.

At the program-level, the Personnel and Budget Augmentation Request (PBAR) process serves the budget and resource allocation requests that are needed beyond an approved annual departmental budget. The process prompts the requester to draw on existing planning priorities (Facilities Master Plan, District Initiatives, state or federal mandates, program review, etc.) to provide a justification for the resource and budget augmentation request ([1B9-07 PBARInstructions](#), [1B9-08 PBARPersFrm](#), [1B9-09 PBARNonPersFrm](#)).

For full-time faculty positions, a separate process is used. The Faculty Ranking Process is an

integrated system that incorporates quantitative and qualitative data for strategic decision-making regarding full-time faculty hiring. The Academic Senate convenes the committee, consisting of twenty members. Voting members include five administrators and eleven faculty members. The Senate President, Vice President of Human Resources, Vice President of Student Affairs, and Vice President of Academic Affairs serve as non-voting members. The committee is provided with quantitative data from Academic Affairs including each department's ratio of part-time to full-time faculty, student enrollment and demand, student equity data, Full-time Equivalent hours, and retirements. Qualitative data include a narrative from each department chair requesting a position, as well as departments' recent annual and six-year program review reports. The committee ranks the requests based on mutually agreed criteria and the data, makes recommendations to the college president, who in turn consults with the Vice President of Business and Administration and makes the final recommendation to the Board of Trustees ([1B9-10 FTPRatios](#), [1B9-11 DeptEquityGaps19](#)).

Analysis and Evaluation

SMC meets this standard through engagement, then integration of evaluation and planning for all levels of the College. Program Review, planning and resource allocation contribute to the planning process in order to accomplish the College's mission to improve institutional effectiveness. Institutional planning addresses both short and long-range needs for educational programs and services, including human, physical, technological, and financial resources.

Conclusion Standard 1B

SMC regularly engages in dialogue regarding the improvement of student learning outcomes, student equity, and institutional effectiveness. The Student Learning Outcomes serve as a foundation for assessment and evaluation of programs. In addition, institution set standards are evaluated annually to ensure we are adjusting larger goals to fulfill the College's mission. Moreover, varied assessments are used to improve students' educational experience and achievement. To build upon planning structures in place, annual, and six-year program reviews are being reimagined to better inform college planning. Currently, DPAC is exploring strategic approaches that include college-wide planning that incorporates the five-year planning cycle. Disaggregated data, which is embedded in the program review process and other college-level evaluations, continue to be a foundational piece for college improvement as SMC pursues measures to close equity gaps for the most minoritized student groups. This includes fostering a culture of data literacy. As assessment drives change at the college, the Academic Senate, DPAC, and programs work to align policies and practices to enhance academic quality and accomplish the mission. The widely published assessments keep the College and SMC community informed of SMC's strengths and weaknesses as the planning bodies work to address and innovate regarding the College's short and long-range needs.

Improvement Plan

- One aspect of the College planning process that needs improvement is the ranking of full-time department hire requests. While the college has a long-term, multi-year goal

of achieving 75% Full-time to 25% part-time faculty, the current process for ranking full-time faculty hiring is an annual one. The former and current Senate Presidents hope to create a long-term planning process that will result in multi-year planning in an effort to eventually reach the 75-25 goal. The current Senate president is starting discussions to create a new Senate standing committee that will review the current faculty ranking process and make recommendations for its revision.

- ∄ The use of program review for resource allocation through DPAC needs further alignment. Through the Collective Brain Trust's Strategic Planning 2017-2022 Report, the practice of not aligning resource allocation with Program Review was identified. Currently, the College uses the PBAR system for human resource requests (apart from full-time faculty) which is not directly tied to Program Review. The Program Review Committee wants to revisit this process as part of its current revamp, so that Program Review is an essential aspect of resource allocation and multi-year planning.
- ∄ Clarify DPAC's role as it relates to educational planning, more specifically the master planning cycle beyond annual plans.

Standard 1C Integrity

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

Evidence of Meeting the Standard

Santa Monica College assures the clarity, accuracy, and integrity of the information provided to students and prospective students, personnel, and all other persons or organizations through printed and online venues.

Mission statement

BP1200 states the College's mission, and this mission is published in the catalog as well as on the Board of Trustee's website ([IC1 01 SMCcatalog 2021-22](#), [IC1 02 Vision,Mission,Goals Website](#))

Learning outcomes

Course and program learning outcomes are maintained and published on a public website via CurrIQunet Meta. Students, personnel, and the public are able to search the course outlines of records and program of study descriptions to find the respective learning outcomes for the course or program. The learning outcomes are vetted through the joint Academic Senate Curriculum Committee, and the Office of Academic Affairs records and maintains the learning outcomes information to ensure accuracy ([IC1 03 CurricUNET Meta](#)).

Educational Programs

Each degree and certificate is described in terms of the purpose, content, and educational and/or career outcomes, such as transfer or employment options that a student may pursue upon completion of the program/degree. These descriptions appear in the college catalog, on the website, in Major Articulation Sheets, and the curriculum guide sheets maintained and disseminated by the Counseling Department on the articulation website ([IC1_04_20-21-SMCcatalog-Academics](#), [IC1-05_GEArticulationSheet](#)). All academic programs have their own designated web pages, along with some faculty biography pages in the online directory and from the Faculty listing on the individual Academic Department web pages ([IC1_06_Business_Department_Webpage](#), [IC1_07_Sample_Faculty_Webpage](#)).

Student Support Services

Similar to educational programs, information regarding student support services is available in the College's catalog under the section "Special Programs and Support Services" ([IC1_08_SMC_2020-21_Catalog_SpecProgSuppServices](#)). Each program has specific personnel responsible for ensuring the accuracy and integrity of each program. This information can also be found on specific support program websites which provide more extensive, current information throughout the academic year ([IC1_09_Guardian_Scholars_Program_Webpage](#)).

Accreditation

To inform the College and the Santa Monica community of the institution's accreditation status, information is posted at the beginning of the printed catalog as well as on the campus' accreditation website ([IC1_10_SMC_Catalog_Accrediation](#) [IC1_11_SMC_Accreditation_Website](#)). The College's Accreditation website also provides a repository of related material, including the most recent approved self-evaluation, an archive of past accreditation documents, additional resources, and when applicable, an avenue for third-party comment on the self-evaluation report is available during every new accreditation cycle ([IC1_12_SelfEval_Public_Comment](#)).

Analysis and Evaluation

Santa Monica College meets this standard by assuring the clarity, accuracy, and integrity of the information provided to students and prospective students, personnel, and all other persons or organizations in various ways. The College communicates matters of academic quality to multiple constituents by systematically publishing the results of student learning and achievement assessments through multiple sources. The College reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Recommendations:

- A review of a random sample of one hundred and twenty-three CORs provided evidence that twenty-six of the courses (or 21% of the sample) had no identified SLOs as a part of the curricular document. The recommendation is that a more thorough review be

conducted to identify any remaining CORs that are missing SLOs and come up with a plan to route the courses without CORs through the curriculum approval process.

- Engage in a larger effort to educate students and faculty on the information provided in CurriQnet when it comes to program descriptions and SLOs.

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

Evidence of Meeting the Standard

The catalog is updated annually and disseminated via the college website with hardcopy versions for purchase in the college bookstore. It provides current and accurate information regarding mission, accreditation status, courses, programs, and degrees, the academic calendar, financial aid, learning resources, faculty information, and governing board. The catalog also outlines requirements for admission, costs (including student fees and other financial obligations), requirements for degree and certificate attainment, graduation, transfer, and major student policies. The catalog is clear that all policies, procedures, and requirements apply to on-ground and online students. A version of the current catalog and archived catalogs are available online ([IC2 01 21-22-SMC Catalog](#), [IC2 02 Archive of SMC Catalogs](#)).

Accuracy of the catalog content is ensured through a team effort involving Academic Affairs, Enrollment Services, Counseling, the Articulation Officer, Special Programs, the Curriculum Committee Chair, and Marketing ([IC2 03 Catalog Chart](#)), based on the California Community College requirements. Catalog information is updated and verified by these key stakeholders in the various departments/programs throughout the academic year ([IC2 04 Catalog Revision Workflow](#)).

Analysis and Evaluation

The College meets this standard by providing an updated fully informational catalog both in print and online for current and prospective students. Contents are regularly reviewed to ensure accuracy. We are currently working with Modern Campus (a content management system company that seamlessly integrates catalog information into websites) to streamline the implementation of the catalog module information on the SMC website.

Recommendations

- In analyzing the catalog course descriptions, there is inconsistent use of course sequence maps and, in some cases, the maps are not accurate. A committee or clarified process for changing the catalog contents should be established.
- Navigation of the course catalog online is not intuitive. We are currently evaluating services such as Modern Campus to address this.

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

Evidence of Meeting the Standard

The Office of Institutional Research collects data at the student, faculty, program, and institutional levels. The data are available to both internal and external constituent groups through the Institutional Research (IR) website using the Institutional Effectiveness Dashboard, Program Review data, and self-evaluation reports. Both the Dashboard and the program review reports document academic quality through student success data, degree and certificate attainment, student learning outcomes, and Institutional Learning Outcomes. These reports communicate how the College is doing in terms of meeting its mission and goals. The Institutional Effectiveness Dashboard also communicates how well the College is performing on the state accountability systems, including the Vision for Success and the Student Equity and Achievement metrics for student success ([IC3 01 SMC Awards](#)). Various campus entities such as the Marketing Department use this information to inform the public, including current and prospective students, of the College's academic quality, disseminating information through a variety of sources including the class schedule, college catalog, website, print and digital materials ([IC3 02 SMC FastFacts](#), [IC3-03 TopReasons](#)).

Analysis and Evaluation

The College meets this standard by communicating matters of academic quality to current and the public, prospective students, faculty, and staff by publishing the results of student learning and achievement assessments through the college website, the catalog, the class schedule, and other communication channels.

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

Evidence of Meeting the Standard

The College Catalog, Major Articulation Sheets, and program websites provide the same information for each degree and certificate, including a description of the certificate or degree, the purpose and content of the program, specific course requirements, and an overview of the transfer and career paths that students will be able to pursue as a result of earning the degree or certificate. The catalog and the Major Articulation Sheets also include Program Learning Outcomes for each of the degree and certificate programs ([IC4 01 GE Patterns Website](#)). For programs that do not include a degree or certificate track, the Catalog and other sources of instructional program information outline what students should take to ensure a successful transfer process. ([IC4 02 20-21-SMC Catalog IGETC](#)). The College's Articulation Officer is

responsible for maintaining the accuracy of this information and making updates as needed. Changes to degree and certificate content are initiated by faculty in the department and approved by the Curriculum Committee. The Articulation Officer records these changes as they occur and updates all relevant digital and print documents
([IC4_03 Curriculum Development Process](#), [IC4_04 CE CurriculumProcess](#)).

The sheets also serve as a basis for program maps which are used as a critical baseline tool for Counseling faculty when developing individualized student educational plans. Using them also creates transparency between instructional faculty and counseling faculty for greater student success in that using the maps enables department chairs to make intentional choices when creating the schedule and instructional faculty can better advise students. Maps identify appropriate “Gateway Courses,” Program Requirements, General Education courses, and Electives. Additionally, the maps identify which courses might be appropriate for completion in our compressed “intersessions” and which courses are available to complete online
([IC4_05 Program Maps Website](#), [IC4_06 Music Program Map](#)).

Analysis and Evaluation

The College meets this standard by virtue of providing information for students, faculty, and staff that describes its certificates and degrees, including purpose, content, course requirements, and learning outcomes. As the use of these materials increases, students will make more informed choices regarding their schedule, which increases student persistence and helps them achieve their educational goals.

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

Evidence of Meeting the Standard

The College’s senior administrators review and revise board policies in consultation with program leaders. To ensure the regular review of Board policies and regulations, the District contracted with the Community College League of California (CCLC), which is focusing its effort to include templates for diversity, equity, accessibility and all inclusion and accessibility related-issues, to (1) assist with the standardization of the SMC Board Policies and Administration Regulations to align with the League’s numbering system along with Policy and Procedures templates and (2) to provide a mechanism to monitor, review and update its Board Policies. Semi-Annual Updates from the League's Policy and Procedure Subscriber Service which reflect new statutes and regulations, legal opinions, and questions from subscribers are reviewed by senior administrative staff, and directed to appropriate staff, program leaders and/or Academic Senate Joint Committees as needed. To help keep track of the progress and the responsible constituencies, a matrix indicates transition from former SMC number/title to CCLC templates ([IC5_01 Board Policy Matrix](#)). For transparency, the information is also stated on the Board Policy Manual webpage what is updated and what is

pending ([IC5 02 Board Policy Manual](#)).

Various Academic Senate Joint committees are responsible for reviewing and updating the policies and regulations relevant to their scope and function. Program policies, which put administrative regulations into action, are developed and implemented by each individual department and service area as appropriate. Changes to policies and procedures that impact students are often communicated to students by sharing information about the change in procedures through emails and catalog updates. Students are also involved on some Senate Joint committees like Student Affairs and Institutional Effectiveness. Websites or other public-facing documents are updated to ensure integrity or accuracy. For instance, during the pandemic, the Emergency Operations Team has made Covid-related decisions, especially regarding campus health protocols. Once decisions were made, information was distributed to the campus community ([IC5 03 Spring22 Health Update](#))

Analysis and Evaluation

The College meets this standard through regular reviews of institutional policies such as board policies and academic regulations. These updates align policies with the College's mission, programs, and services. In addition, these updates are disseminated to the necessary constituencies and when needed shared publicly with the larger community.

With that said, though this regular review is underway, there are specific board policy chapters that are presently in the middle of the CCLC review process. Board Policy Chapters 4000-Academic Affairs and 5000-Student Services were converted to the League's numbering system with the original SMC language for the documents. The Vice President of Academic Affairs and the Vice President of Student Affairs have finished updating Board Policies Chapter 4 and are currently working on updating Chapter 5 in collaboration with relevant parties.

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

Evidence of Meeting the Standard

The College provides students with information in various locations and formats about the cost of attending the College. Information on the cost of education at the College is shared through at least fourteen venues and publications. Both the hard-copy and online versions of the college catalog include student fee costs and all other financial obligations as well as being presented on the Admissions website and Financial Aid website. For example, specific fees, including the types and costs for residents and nonresidents are available on the Admissions and Records Fees website, the College Catalog, and Schedule of Classes ([IC6 01 AdmissionRecFees](#), [C6 02 SMCCatalogFees](#), [IC6 03 SchedClassFees](#)). To help students calculate the total cost of

education, an estimate is available on the Financial Aid website through the Net Price Calculator ([IC6_04_FinAidWebsite](#), [IC6_05_NetPriceCalculator](#)).

Analysis and Evaluation

The College meets this standard by informing current and prospective students of educational costs, including the tuition, fees, and required instructional materials.

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

Evidence of Meeting the Standard

Existing board policies and academic regulations explain the institution's commitment to academic freedom and responsibility. Board Policy (BP) 4030, the Academic Freedom Statement, provides faculty and staff with specific guidance to ensure an atmosphere of intellectual freedom while addressing the importance of presenting and examining material in an objective manner free from fear of reprisal ([IC7_01_BP_4030_Academic_Freedom](#)). In fact, BP4030 is currently being reviewed by the Academic Senate’s Professional Ethics and Responsibilities Committee (PERC). This committee is charged with publicizing and supporting the Academic Senate’s Statement on Professional Ethics by clearly stating expectations with respect to faculty ethics. In addition to informing changes to BP4030, PERC is currently discussing academic freedom in relation to equity-minded pedagogy. The committee dedicated a portion of its Fall 2021 newsletter, *SMC Ethics*, to this ([IC7_02_PERCNewsletter](#)).

Faculty and students are able to easily access the academic freedom and responsibilities policies. Student Access to the Academic Freedom statement is in the “Please Note” section of the SMC Catalog. The statement is also translated into Spanish and Korean ([IC7_03_SMC_Catalog_SpecNotes](#)). Furthermore, AR 5220, Ethics Statement is also posted on the college website, which outlines ethical conduct as it pertains to faculty’s engagement with their area of expertise, delivery of content, the learning atmosphere provided to students, and a community of mutual respect when working with colleagues ([IC7_04_AR_5220_EthicsStatement](#)).

In addition to public access to these documents, opportunities for larger faculty discussions reinforce the relationship between academic freedom and equity. Former SMC Academic Senate President Nathaniel Donahue was among the statewide Senate leaders who produced the Academic Senate for California Community Colleges Position Paper titled “Protecting the Future of Academic Freedom in a Time of Significant Change.” A Zoom seminar was held during the Fall 2021 semester to present the paper on campus

[\(IC7 05 ASCCC Academic Freedom PositionPaper\)](#).

Analysis and Evaluation

The College meets this standard with assurance of institutional and academic integrity through a cyclical review of board policies on academic freedom and responsibilities. These policies convey the College's commitment to the tenants of academic freedom as they relate to the rights of faculty and students.

Recommendations

- Once BP4030 is revised additional discussions will need to be held to educate faculty, and the policy change will be added to the faculty handbook.
- Evidence indicates that there are efforts to educate faculty when it comes to academic integrity, but there is currently little effort in place to educate students outside of what is included in specific course policies outlined in syllabi.

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

Evidence of Meeting the Standard

Board Policy 4420, Student Conduct, outlines several groups working collaboratively to ensure that students are aware of and uphold the values of Santa Monica College, which center honesty, responsibility, and integrity. In addition, the 4400 series of Academic Regulations contains several regulations—Rules for Student Conduct, Code of Academic Conduct, The Honor Council/Honor Code—that offer additional guidance. Links to these regulations are publicly available on the Board of Trustee's website ([IC8 01 AR 4410 StudentConductRules](#), [IC8 02 AR 4411 AcademicConduct](#) [IC8 03 AR 4412 Honor Code Council](#)). Students are informed about SMC's policies on student academic honesty and student behavior in several ways: The backmatter section of the printed schedule of classes and the SMC Catalog Webpage ([IC8 04 Sum 2018 Schedule](#), [IC8 05 SMC 21-22 Catalog](#)). Furthermore, students must click on an honor code agreement box when they register for classes.

College policy relating to expectations that faculty act honestly and with integrity is clearly articulated in Administrative Regulation 5220, Ethics Statement; which expands upon Board Policy 1230, Code of Ethics; and Board Policy 5210, Academic Freedom.

To inform faculty of these policies, The Faculty Handbook, which is distributed to all new full-time and part-time faculty by Human Resources addresses such issues as academic integrity, ethical behavior, and the respectful and equitable treatment of our diverse student population ([IC8 06 Faculty Handbook](#)). In addition, model documents are provided to illustrate effective

policies and communications between faculty and students. For example, the Academic Senate Professional Ethics and Responsibility Committee has expanded and maintained the Model Syllabus as a faculty tool that includes recommended language for classroom decorum, exam policy, code/academic conduct and tips for creating an inclusive learning environment and emphasizing equity-minded teaching practices and pedagogy. This model was most recently updated in 2020 ([IC8_07_ModelSyllabus](#)).

The College's non-teaching staff are equally committed to honesty, responsibility, and academic integrity as they not only interact with students and their parents, but with business, industry, vendors, donors, and other community partners.

Lastly, the College's management team, including all academic and classified managerial personnel, developed and approved a Code of Professional Ethics for Managers through the Santa Monica College Management Association ([IC8_08_ManagerEthicsCode](#)).

Analysis and Evaluation

The Institution meets this standard with board-approved policies that promote honesty, responsibility, and integrity of all employees. The academic regulations mirror and provide further guidance on these principles so that the campus community participates in practices and relationships built on integrity. These practices are communicated to the public so that the community can engage in dialogue and improve their ethical practices.

Recommendation

- The regulation regarding the managerial code of ethics has not been updated since March 26, 2002, and it is currently sitting on the Academic Senate website, so the regulation and website need to be updated and reintroduced to this constituency.

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

Evidence of Meeting the Standard

The College facilitates a teaching and learning environment where “instructors and students must be free to investigate, to form conclusions, and to express judgments and opinions” ([IC9_01_BP5210_Academic_Freedom](#)). Administrative Regulation 5220, Ethics Statement, provides further clarification for faculty as they facilitate an objective and fair classroom environment, distinguishing between personal conviction and professionally accepted views ([IC9_02_AR_5220_Ethics_Statement](#)).

To assist faculty in maintaining an ethical environment, the College uses student evaluations and the peer evaluation process to ensure that faculty teach their classes in an objective manner. The faculty observation process includes two forms, the Professionalism Form and the Faculty Observation Form, that reflect these principles. During the observation process, the faculty

member is assessed and offered feedback on items such as the extent to which a faculty member “teaches course content that is consistent with the official course outline of record,” “uses materials pertinent to the course content,” and “adheres to departmental and college policies ([IC9 03 Faculty Observation Form](#), [IC9 04 Professionalism Form](#)).

In addition, departmental and senate discussions include current socio-political subject matter and the ways in which it is presented in the classroom. In a Fall 2021 Academic Senate meeting, a vigorous discussion ensued about the role of the Senate in encouraging students and other faculty to vote in an upcoming state election ([IC9 05 AcadSenMin 091421](#)).

Analysis and Evaluation

SMC meets this standard by virtue of Board policies and administrative regulations which include the Statement on Professional Ethics (AR 5220) adopted by the Academic Senate to ensure that faculty distinguish between personal conviction and professionally accepted views, thereby presenting data fairly and objectively linked to accompanying information.

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

Evidence of Meeting the Standard

Although Santa Monica College does not have codes of conduct requiring conformity to specific personal beliefs. The College does have stated values and seeks to instill specific beliefs and world views as outlined in its Vision, Mission, Supporting Goals, and Institutional Learning Outcomes. The College has three codes of conduct that pertain to students (the Academic Code of Conduct, the Student Conduct Code ([IC10 01 AR 4410-4411](#)) and the Honor Code ([IC10 02 AR 4412](#)) that highlight expected core values for our students.

Core values are further delineated in this excerpt of the College’s Mission Statement ([IC10 3 SMCMission](#)). Policies and regulations pertaining to these core values are shared with the college community in many ways, including published documents, such as the Board Policy Manual, Faculty and Student Handbooks, the college catalog, the schedule of classes, and faculty course syllabi. Many of these publications are available in both hard copy format and on the website. Information regarding the core values of the College is also shared during new student orientation, new faculty and staff orientation, and course registration. For instance, when a student sets up their Corsair account, they are prompted to “affirm their commitment to the College’s Honor Code by reviewing the statement and selecting “I accept.” For further information a student can also click on the linked academic regulation ([IC10 2 AR 4412](#))([IC10 4 StudHonorStmt](#)).

Analysis and Evaluation

The Institution meets this standard by clearly communicating its conformity requirements to codes of conduct for staff, faculty, administrators, and students. The core values of the institution are presented in various locations and formats to make them available to the campus constituents.

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

This standard is not applicable as Santa Monica College is not presently operating in foreign locations.

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

Evidence of Meeting the Standard

Santa Monica College has a long-standing record of compliance with the Accrediting Commission deadlines as evidenced by the more than 60 years of timely submission of accreditation self-studies and responses to concerns and recommendations.

The institution's accreditation web page link is on the college's home page. All major reports from the last accreditation are on the website including the 2016-2017 Self-Evaluation ([IC12_01_SMC_Accreditation_Self_Evaluation_Report_2016](#)). In addition, there is a notification of our upcoming 2023 self-evaluation as well as the opportunity for the public to make comments on particular standards and a specific section. The form invites both questions and comments ([IC12_02_ACCJC_Action_Letter_06_13_2018](#), [IC12_03_PublicCommentForm](#)).

Analysis and Evaluation

The Institution complies with the ACCJC *Policy on Rights and Responsibilities of the Commission and Member Institutions*. The institution has publicly disclosed the dates for the upcoming comprehensive peer review visit and has solicited third-party comments. However, the information is not intuitively presented so a person from the public or the college would have difficulty identifying key upcoming dates or any accreditation-related activity past 2018.

Recommendations

- Revamp the accreditation portion of the website so that information is easier to access.

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

Evidence of Meeting the Standard

The College exhibits honesty and integrity through the following relationships with the following external agencies which require compliance with a variety of regulations and statutes.

For instance, to ensure compliance with the various agencies the College posts information on its website and uses a Grant Management Handbook ([IC13 01 Grant-Management-Handbook](#)). Also, the College has established specific policies and practices designed to empower staff to report suspected dishonest activities through Board Policy and Administrative Regulation 6324, Reporting Fraud, Waste, or Abuse ([IC13 02 AR 6324 Reporting Fraud Waste Abuse](#)). SMC also employs a confidential reporting hotline for complaints about unethical, illegal or unsafe situations at SMC ([IC13 03 Confidential Reporting Hotline](#)). Additionally, SMC complies with federal grant program regulations. In fact, the College is independently audited by a firm that evaluates compliance with federal programs and the internal controls over compliance ([IC13 04 SMCCD-Audit-Report-2020](#)).

Attention to compliance also applies to programs who rely on additional accreditation in order to operate. For example, Santa Monica College is under the authority of two other accrediting bodies: the Accreditation Commission for Education in Nursing (accredited through Fall 2022) and the Commission on Accreditation for Respiratory Therapy. The Nursing program website provides information about the CA Board of Nursing (board approval) and ACEN (accreditation) ([IC12 04 Nursing Accreditation](#)). There are rarely changes to accreditation; the California Board of Registered Nursing status ACEN visits every 8 years, and the California Board of Nursing visits every 5 years. The current catalog 2021-2022 on page 140 lists both organizations. The public is notified via hospital partnerships and nursing program advisory meetings.

Similar to Nursing, SMC must comply with the statutes of the State of California Board of Barbering and Cosmetology, which governs the Cosmetology, Barbering, Esthetics and Manicuring Programs. The SMC Cosmetology website and the college course catalog post the degree information. To assist students in better understanding the program and its status, a New Student Orientation is held every other month that informs students of the program and its updates ([IC12 05 Cosmetology Orientation](#)).

Analysis and Evaluation

SMC meets this standard as the College complies with regulations set forth by state and federal governments and required accrediting bodies. As a means of maintaining a record and reputation for being an institution rooted in honesty and integrity, compliance with these regulations and status is made known to the students and the general public.

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

Evidence of Meeting the Standard

Santa Monica College is committed to providing a high-quality education to all members of the community. Student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to related or parent organizations or support of external interests. The College's commitment to students is evidenced in the following ways:

1. Vision and Mission statements
2. Institutional Learning Outcomes,
3. Student Learning Outcomes

The College also strives to address the needs and concerns of its faculty and staff and the communities it serves, including the taxpayers and donors who help ensure that the College has the financial resources necessary to achieve its Mission, which centers student achievement and student learning. To enforce its commitment to students rather than financial returns and to ensure transparency the college has enacted the following:

- Board Policy 2160, Conflict of Interest Code
- Board Policy 2161, Place of Filing of Statements of Economic Interest
- Board Policy 2163, Conflict of Interest Code Designated Positions

The College monitors the completion and submission of these statements on an annual basis.

To maintain fiscal responsibility of its bonds, which are approved by local taxpayers, the College has established The Citizens' Bond Oversight Committee ([IC14 01 Citizens Bond Oversight Committee](#)). All committee members provide an Annual Declaration of Compliance to certify that the College complies with the Conflict of Interest Policy ([IC14 02 Citizens Oversight Bylaws](#)).

Board Policy 6116, Debt Issuance ([IC14 03 BP 6116 Debt Issuance](#)) which deals with the authorization required from the Board before the issuance of any debt obligations by the

District. Rather than reduce the availability of services, including classes, Santa Monica College made the decision to use its reserve funding to backfill cutbacks from the State of California for such programs as Counseling and Extended Opportunity Programs and Services (for low-income students).

Analysis and Evaluation

The College meets this standard as its Vision, Mission and Goals (including the institutional learning outcomes and student learning outcomes) speak to its efforts to provide a high-quality education for its students. Furthermore, the quality of an education relies upon both internal and external contributions. It is evident that SMC values the contributions of the local community, governing bodies, and accrediting organizations in ensuring high caliber programs, facilities, and services.

Conclusion of Standard 1C

The College regularly reviews policies, procedures, and publications to ensure that accurate information is disseminated to both public and internal constituents. Vital public-facing documents such as the course catalog are regularly updated for both print and online distribution. When it comes to aspects of the College's academic quality, information such as student learning achievement assessments, learning outcomes, and degree/program specific requirements are widely published. Widely sharing this information is intentional so students will make informed choices and achieve their goals. In addition, board policies and academic regulations are reviewed in order to make the College more student-centered. As changes are made, they are shared publicly. Currently, some board policies are under review by relevant parties, so they align with CCLC numbering while reflecting the realities of SMC specific situations and policies. Honesty, responsibility, integrity, and academic freedom guide the revision process. The campus community is expected to behave in accordance with these core values, and these values are also communicated to the public. Although the institution complies with the ACCJC Policy on Rights and Responsibilities of the Commission and Member Institutions, the accreditation information should be more accessible and clearly outlined to the public. As the College pursues achieving its Vision, Mission, and Goals, it is aware that both internal and external collaboration is needed, specifically the role of the local community, accrediting bodies, and the government to provide stellar programming, facilities, and services.

Improvement Plan

Recommendations made in the substandard:

- A review of a random sample of one hundred and twenty-three CORs provided evidence that twenty-six of the courses (or 21% of the sample) had no identified SLOs as a part of the curricular document. The recommendation is that a more thorough review be conducted to identify any remaining CORs that are missing SLOs and come up with a plan to route the courses without CORs through the curriculum approval process.

- Contents are regularly reviewed to ensure accuracy We are currently working with Modern Campus (a content management system company that seamlessly integrates catalog information into websites) to streamline the implementation of the catalog module information on the SMC website.
- In analyzing the catalog course descriptions, there is inconsistent use of course sequence maps and, in some cases, the maps are not accurate. A committee or clarified process for changing the catalog contents should be established.
- Navigation of the course catalog online is not intuitive. The College is currently evaluating services such as Modern Campus to address this issue.
- ⊘ Currently, information on academic freedom is not included in the faculty handbook. Once BP4030 is revised additional discussions will need to be held to educate faculty. In addition, more effort needs to be made outside of classroom policies and experiences to educate students on this matter.
- ⊘ The regulation regarding the managerial code of ethics has not been updated since March 26, 2002, and it is currently sitting on the Academic Senate website, so the regulation and website need to be updated and reintroduced to this constituency.
- ⊘ Revamp the accreditation portion of the website so that information is easier to access.

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Instructional Programs

A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The Academic Senate Joint Curriculum Committee facilitates ongoing quality assurance of SMC's course and program offerings. The responsibility of this committee is to ensure that all instructional offerings, including both courses and programs offered online and on ground, are consistent with the College's Mission; appropriate to higher education; and are focused on student achievement of stated learning outcomes at both the course and program level. Using the state's Program and Course Approval Handbook (PCAH) ([IIA1_01_PCAH](#)), committee members are trained on state requirements for community college curriculum, and they adhere to Santa Monica College's Administrative Regulations: Section 5000 Curriculum and Instruction ([IIA1_02_AR_5000_Instr_Curr](#)). Each faculty-driven new or revised course and program must follow a comprehensive assessment process that necessarily considers the course or program relevance to the Mission of the College, the field of study, and student learning and achievement ([IIA1_03_AR5110-functions-proposal types](#); [IIA1_04_Mission-21-22-SMCcatalog](#)). Where appropriate, Career Education programs are developed through a rigorous approval process including local industry advisory boards and regional consortia that consider key labor market data to ensure successful job opportunities for completing students ([IIA1_05_LAOCRC-program-recommendation-process](#)).

The catalog further documents the organized whole of SMC courses and programs culminating in outcomes appropriate to an institution of higher education and the mission and vision of SMC. Degree and certificate requirements published in the catalog demonstrate the appropriate program outcomes generally available at SMC. For example, the Architecture program clearly illustrates how the College's programs are produced consistent with its mission, appropriately for higher education, and with clearly stated student outcomes. The course sequence follows lower-division requirements for Architecture programs at several California State University campuses, increasing a completing student's chances of transferring to a four-year institution. At the same time, the transfer preparation program also culminates in an Associate degree ([IIA1_06_Architecture_21-22-SMCcatalog-AcadCarPaths](#)).

Analysis and Evaluation

Santa Monica College meets this standard with the curriculum approval process ensuring that each SMC course or program, credit and noncredit, in-person and online is offered in a field of study consistent with the institution's mission, is appropriate to higher education, and culminates in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

A.2 Faculty, including fulltime, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously

improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

The faculty-driven curriculum development and approval process incorporates multiple review milestones requiring participation by full-time and part-time faculty ([IIA2 01 SMC Curriculum Development Process](#)). A recent example of the process and collaboration for curriculum is a newly approved course developed by a part-time instructor working with the department chair in Communication Studies: COM ST 38 – Introduction to Latina/o/x Communication Studies ([IIA2 02 New-ComSt-proposal](#)).

The regular program review process at SMC specifically solicits department-wide reflection on course success and retention rates, as well as racially disaggregated student success and retention rates by course ([IIA2 03 2020-2021 AnnualProgramReviewTemplate Rev](#)). The Earth Science department recently participated in an annual program review with retention rate disaggregated by gender, ethnicity/race, and foster youth status. The findings show improvement over the past 4 years but still show a need for additional improvement in equity gaps ([IIA2 04 Annual-Program-Review-Earth Science](#)).

SMC sustains a broad range of professional development activities to promote continuous improvement of courses, programs, and services ([IIA2 05 SMC Employee Survey 2022](#)). The Professional Development Committee holds two annual professional development days in addition to on-going faculty and classified professional development events such as webinars or workshops ([IIA2 06 Professional Development Day](#)) ([IIA2 07 Professional Development](#)). The committee and college also fund professional development opportunities such as attending outside conferences, workshops, or symposiums.

Every faculty member is evaluated periodically by a peer per Article 7 of the SMC Agreement 2019-2022 ([IIA2 08 Article-7 2019-2022-Faculty-CBA](#)); adjunct faculty are evaluated every four semesters or sooner and tenured faculty are evaluated every three years. The peer evaluation includes a teaching observation, which specifically looks to see if the instructor has “appropriate command of the subject matter” ([IIA2 09 Faculty Observation Form](#)), peer review of syllabi, a self-evaluation, student evaluations, and a conference between the evaluator and the evaluatee.

Analysis and Evaluation

SMC meets this standard by having faculty ensure the academic and professional quality of course content and instructional methods through a variety of interconnected, well-established processes, such as curriculum development, annual review and codified professional development.

A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard

The College strives to create and sustain an academic environment that is high-quality, innovative, and responsive. The identification and assessment of learning outcomes at the course, certificate, degree, and institutional levels are all part of this process. Every course has a Course Outline of Record and includes student learning outcomes (SLOs) as a required component to be assessed ([IIA3 01 COR-SLO](#)). Similarly, each degree and certificate of achievement program includes a statement of the degree or certificate learning outcomes in the program overview ([IIA3 01B CompProgramRev](#)).

Identifying Learning Outcomes

The learning outcomes for both courses and programs can be viewed on the College’s publicly available database of course outlines, CurriQunet META ([IIA3 02 META Database](#)). As documented in this database, the College identifies learning outcomes for all courses and degree or certificate programs. Course-level SLOs are also included in class syllabi while program-level SLOs are published in the college catalog ([IIA3 02B SyllabusVerification](#)).

This mandatory component of the syllabus is ensured by department chair oversight and supported not only by the SMC Model Syllabus ([IIA3 03 model syllabus 2020](#)) and Faculty Handbook ([IIA3 04 faculty-handbook](#)) but also by a technological tool whereby faculty must upload their syllabi each term to the college’s faculty portal, mProfessor ([IIA3 05 mProfessor Syllabus Upload SLO Verification](#)). In the process of uploading a syllabus, each faculty member is not only prompted to signify that the syllabus includes the most current SLOs but also provides the actual text of the relevant course SLOs for on-the-spot inclusion in the syllabus at hand.

All new course proposals undergo the College’s stringent curriculum review and approval process. An essential component of the process is the faculty-led development of course-level SLOs reviewed by the chair of the Academic Senate Curriculum Committee, the Curriculum Committee members, and the Academic Senate as a whole. All course outlines, including the course SLOs, must be reviewed and updated at least once every six years as part of the program review cycle though faculty often update SLOs more frequently when assessment data indicates a need for modifications ([IIA3 06 Program-Review-6-years](#)).

Program degree and certificate outlines require course SLOs to map to program learning outcomes (PLOs) as justification for course requirement within a program or certificate. Program degree or certificate outlines are required to map to institutional learning outcomes (ILOs) as are course SLOs. An example of the Graphic Design Program mapping to ILOs and

SLOs and a course within the Graphic Design Program mapping to ILOs is presented in evidence ([IIA3 07 META outcome-mapping](#)).

The College's Bachelor of Science in Interaction Design (IxD) is held to the same high standards. Each course required for the Bachelor of Science in Interaction Design is built upon a course outline of record with clearly stated student learning outcomes. Upper division courses lead to outcomes involving high-level Bloom's taxonomy competencies requiring students to build upon knowledge and skills developed in lower division courses; upper division learning outcomes more narrowly focus on major topics and synthetic critical thinking less appropriate to the lower division preparation courses ([IIA3 08 IxD SLO Upper div Courses](#)). The IxD degree program also has plainly stated program learning outcomes ([IIA3 09 IxD PLO 21-22-SMCcatalog](#)). The college assesses bachelor's degree course and program level outcomes using the same methodology in place for the College's other courses and programs.

Assessing Learning Outcomes

Assessment results for course-level SLOs are collected via an online roster system that enables SLO assessment data to be aggregated, disaggregated, and analyzed in several ways ([IIA3 10 SLO-mProfessor](#); [IIA3 11 SLO-report-disaggregated](#)). The system is built upon the College's five Institutional Learning Outcomes (ILOs) and their related core competencies and upon the strong belief of the College's faculty that these ILOs are developmental in nature ([IIA3 12 SMC Institutional Learning Outcomes](#)). That is, students develop proficiency in the ILO areas over time as they pursue a course of study and achieve course-level learning outcomes. Course SLOs are also aligned with degree, certificate, and institutional learning outcomes and competencies, so these analyses can be carried out at the course, certificate, degree, and/or institutional level.

Course SLOs are assessed at least once a year. Data entered into the SLO/ILO Portal is formatted and made available to department chairs and discipline faculty through the Precision Campus portal in the College's student information system, which can filter and disaggregate course mastery rates data to obtain trends across years and by student demographics (i.e., DSPS status, race/ethnicity, unit load, first-generation status, financial aid status) in the College's data reporting tool, Precision Campus ([IIA3 13 Precision-Campus](#)). The course SLO data in Precision Campus can be drilled to the section level.

The degree- and certificate-level assessment data for the Associate's Degree and Certificate of Achievement in Business (provided here) and similar data are published annually for all of the College's degrees and certificates ([IIA3 14 2020-21 Annual Business Program Review](#)).

Analysis and Evaluation

Santa Monica College meets this standard through the College's curriculum inventory platform that makes course outlines of record with SLOs publicly available in a searchable repository requiring no password or username, and through the online SLO assessment rosters that allow the College to collect and evaluate the large number of individual SLO evaluations that occur on a regular basis across campus in a more effective and simplified manner. The system allows

the College's faculty and administration to assess student performance at the section, course, program, and institutional levels, disaggregated by multiple student factors.

A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

As of the Fall 2022 semester, SMC does not place students into or offer pre-transfer-level English or Math courses in its STEM or Liberal Arts Math pathways. Currently, the College offers noncredit, pre-collegiate English as a Second Language (ESL) courses, as well as college-level ESL foreign language classes (English for non-native speakers) that serve as prerequisites for English 1, the first college-level course in the English sequence. To support students in college-level English and Math courses without the use of remedial placement, the college schedules a significant number of collegiate English and Math courses with co-requisite companion courses that offer additional units and time in the classroom to practice skill content with the same professor teaching the college-level course. In Fall 2021, 28% of all collegiate English composition sections offered co-requisite support, and the percentage of collegiate math sections with co-requisites varied from 37% to 67%, depending on the course ([IIA4_01A_21-22-SMCCatalogMath-Flowchart](#)).

Starting Fall 2022, the college will limit pre-collegiate math enrollment to students pursuing local associate degree programs that specifically require a pre-transfer-level math course.

Students enrolling in those pre-collegiate courses are supported by a robust tutoring center for mathematics offering students one-on-one and group tutoring sessions as well as a variety of regular, faculty-lead workshops on key transfer-level math concepts.

Pre-Collegiate English as a Second Language (ESL) Curriculum

Santa Monica College offers an array of pre-collegiate ESL courses for non-credit, for international students without credit, and for credit. To support an ESL student's advancement to transfer-level ESL and English courses, the ESL department offers a variety of student support services, including tutoring, workshops, a language exchange, and ESL department clubs ([IIA4_01_ESL_support](#)).

The pre-collegiate courses, as well as the numerous paths to collegiate-level courses, are clearly marked on charts created by the English, ESL, and Math departments. An example of these paths and related supports includes the charts which are published in the college catalog and in every schedule of classes, both of which are available in hardcopy and online ([IIA4_02_21-22-SMCCatalog_Eng-ESL-Math-Flowchart](#)) ([IIA4_03_class-schedules](#)). A written overview of the College's pre-collegiate courses in English, ESL, and mathematics and the instructional support programs available are also provided in evidence ([IIA4_04_English-ESL-Math](#)). The English and Math charts are likely to be updated for the 22-23 SMC catalog; the new versions

will more accurately reflect the post-AB705 realities reflected in these narratives.

Analysis and Evaluation

Santa Monica College meets this standard by clearly delineating its pre-collegiate English, ESL, and Mathematics courses through the provision of a variety of effective tools and learning supports that assist students in completing pre-college coursework and transitioning to college-level education. These pathways to college-level courses are detailed in the course catalog, the schedule of classes, and on the department websites, and counseling faculty are well-versed in them as highlighted in Standard IIC5.

Santa Monica College will continue to examine the impact of its instructional support programs on student performance, changing programs as appropriate and establishing additional resources to further support students on their educational journey.

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. (ER 12)

Evidence of Meeting the Standard

The breadth and depth of Santa Monica College's instructional programs have helped it maintain its strong reputation as an institution of higher education that excels at transfer preparation and career readiness. All of the College's programs feature high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning.

The curriculum process and the institutional procedure for establishing institutional learning outcomes to which student learning outcomes are mapped as described in Standards IIA.1 and IIA.3 ensure that the College's courses and programs follow practices widely accepted in American higher education. Faculty who are subject-matter experts propose new courses, and articulation checks conducted before and during the curriculum approval process confirm that proposed courses are equivalent to courses and programs at four-year institutions, as appropriate. The Academic Senate Joint Curriculum Committee validates course advisories, co-requisites, and prerequisites by reviewing the exit skills of a course and the entrance skills required to succeed in the subsequent course. Noncredit courses undergo careful scrutiny both in the College's curriculum approval process and again through the California Community Colleges Chancellor's Office approval process.

Breadth, Depth, and Rigor

For all its courses and programs, including those delivered online, the College's faculty ensure the appropriate breadth, depth, and rigor by engaging in thorough discussion of course hours, units, and detailed course objectives and learning outcomes for each course in the program. In a typical instructional program such as Sociology, for example, this discussion begins at the discipline or sub-discipline level with expert faculty ([IIA5_01_AAT-sociology](#)). The deliberation progresses through to the Curriculum Committee processes and is presented to the Academic Senate for final review, as outlined in Standard IIA.1. For Career Technical Education programs such as Interior Design and Architecture input and feedback from industry advisory boards are also critical to the process ([IIA5_02_ARC-AdvisoryBd-Minutes](#)). Likewise, professional regulatory agencies are engaged for programs such as Nursing which is approved by the California Board of Registered Nursing thereby enabling our students to take the licensing exam to become registered nurses ([IIA5_03_nursing-licensing](#)).

The College also ensures appropriate breadth and depth by requiring that degree programs have a minimum of 60 units, with at least 18 units in an area of concentration, and between 18-39 units of general education (GE). Three GE course patterns can be followed, including the College's own GE pattern, California State University's GE pattern, or the Intersegmental General Education Transfer Curriculum (IGETC) pattern. The program requirements for both GE and areas of focused study are discussed more thoroughly in Standards IIA.12 and IIA.13.

The IxD baccalaureate program also follows appropriate practices in American higher education, exceeding the 120 unit minimum by requiring 123 units, 40 of which are upper division.

Sequencing

Program sequencing is determined using similar processes as for breadth, depth, and rigor. The process of determining prerequisites for courses within an area of emphasis requires both faculty expertise and reliance on accepted practices within each specific discipline.

Some programs are heavily sequenced using courses that share and relate to one another as pre-requisites. Nursing is one of the College's best examples of a heavily sequenced program, as students are required to take each course in order so that the skills can build upon each other ([IIA5_04_Nursing_AS_ADN](#)).

Other programs, whether they be CTE certificates such as Architecture or a transfer-oriented program such as Sociology, may not be as heavily sequenced using pre-requisites. However, as part of the Guided Pathways Redesign, the College has created program maps to guide students through the most effective sequence of the courses required in a given program. For example: evidence is provided for mapping in Architecture and Sociology ([IIA5_05_Architecture_AS_CoA.pdf](#)) ([IIA5_06_Sociology_AA-T](#)).

The Upper Division Course Summary table provides a comparative analysis of these criteria for the lower division versus upper division required courses for the College's Bachelor of Science in Interaction Design ([IIA5_07_IxD_SLO_Upper_div_Courses](#)).

Time to Completion

As described in Standard IIA.6, the College utilizes various scheduling strategies to ensure that students can enroll in the classes needed to complete their program of study in a timely fashion.

Students with GE and area of emphasis credits from other accredited institutions can reduce their time to degree completion, if at least 50 percent of the credits in the major area of study are taken at Santa Monica College, with some exceptions. However, the SMC Academic Senate Student Affairs Committee is currently reviewing the 50% credit rule and may change it to allow students a much higher percentage of acceptable credits from other accredited institutions, potentially expediting degree completion timelines for students transferring into SMC ([IIA5 08 AR 4350 50percent](#)). This process (including a robust review of the rigors of the previous institution's courses) will allow more units and keep the integrity of SMC's academic quality while ensuring the units fulfill all required program and institutional learning outcomes.

The College has dedicated a vast amount of time and effort to fulfilling the statewide mandate for creating Associate Degrees for Transfer (ADT) to the California State University (CSU) system. This mandate, outlined in SB 1440, Student Transfer Achievement Reform Act, Statutes of 2010, attempts to address issues regarding time to completion by giving students a uniform and clear path to an associate's degree and subsequently a bachelor's degree after transferring to the CSU system ([IIA5 09 SB-1440](#)). The College has created and obtained state approval for 21 Associate Degrees for Transfer ([IIA5 10 Transfer 21-22-SMCCatalog](#)).

The College uses an online student education plan program, MyEdPlan, which is described more fully in Standard IIA.10, to provide profile-driven guidance to students and counselors while seamlessly integrating a degree audit program. This allows students and counselors to conduct an analysis of any coursework that the student has completed at the College and compare that to actual degree requirements.

Santa Monica College's average time to completion compares favorably to state and national data, as demonstrated by its recent nomination to the list of 150 colleges eligible to apply for the 2023 Aspen Prize, which honors colleges for certificate and degree completion, among other things. ([IIA5 11 Aspen Prize CC Excellence](#))

However, the College recognizes that the current time to completion is a significant concern. There are many factors impacting time to completion, and the College is addressing this multi-faceted and complex issue using various student support initiatives as described in Standard IIC. The overall impact of these efforts can be seen by the over 100 articulation agreements the college has with UC and USC in addition to private and international bachelor's degree granting institutions ([IIA5 12 articulation-agreements](#)). These agreements exemplify the wide acceptance of the College's degree programs and courses, which gives our students the ability to create a pathway to transfer in the best possible time.

Time to degree completion is monitored by the Academic Senate Institutional Effectiveness Committee as part of its review of the College's performance on the metric, Average Units Completed by Degree Earners. This metric is included in the IE framework every year and is

part of the Committee’s analysis of college effectiveness (see metric 1.10). This metric is part of the Chancellor’s Office Vision for Success, and the Board of Trustees reviews SMC’s performance on the Vision for Success metrics to inform the development of the board goals and priorities each year ([IIA5 2020-2021 IE Report VS SEA](#)). For example, in 2019-2020, the Board articulated a goal (#2) to “decrease the number of units taken at SMC on the way to transfer” based on the data ([IIA5 13 BoardGoals2019-2020](#)).

Analysis and Evaluation

The College meets this standard by following practices common to American higher education. Doing so enables the College to offer high quality instruction focusing on program breadth, depth, and rigor, thereby fostering overall synthesis of learning and efficient course sequencing, as well as reducing time to completion. The College will continue to monitor the impact of each of its activities, services, and programs on student learning and achievement, including the *Vision for Success* goals, on an ongoing basis.

A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Preparation of the schedule of classes is the responsibility of the Office of Academic Affairs. The Dean overseeing instructional services works with the 23 instructional department chairs to create four schedules each year: one for each major semester (fall and spring) and one for each intersession (summer and winter). The scheduling process is designed specifically to ensure that students’ needs for courses are met ([IIA6 01A CourseScheduling](#)). The College’s Associate of Arts degree programs are designed to be completed in two years for a full-time student, and all required major courses are offered at least once per year so that students can progress in a timely manner.

The College’s course selection is extensive. In the 2018-2019 academic year, for example, the College offered 1,500 unique courses over 6,860 course sections distributed across instructional departments based on student needs and interests with classes scheduled to accommodate a wide variety of offerings in terms of place, time, and delivery modes ([IIA6 01 Course Type Dist 2018-2019](#)). All programs regardless of size, receive a course allocation to meet student demand and to promote completion of certificate and degree programs. The greatest number of course sections are assigned to the English (393 sections or 13.7 percent of all course sections for the Fall 2018 semester) and Math (238 sections or 8.3 percent of all course sections for the Fall 2018 semester) departments, as these are the courses that nearly all students need to progress toward goal completion.

The scheduling process for each academic year begins with a determination by the Vice President of Academic Affairs of the College’s enrollment goals based upon the previous

year's enrollment data, as well as on enrollment targets set for the College by the State of California. Enrollment targets are converted to weekly teaching hours (WTH) across the academic disciplines, based upon several factors, including enrollment patterns, classes added or cancelled the previous year, course fill rates, feedback from counselors regarding unmet needs, and waitlist data.

The Bachelor of Science in Interaction Design employs a cohort structure ([IIA6 02 SMC-IxD Annual-Report 2019-2020](#)). Each class is capped at 25 students, with a new cohort entering the program each semester. The students all enroll in the same sections of the same classes, in the same sequence. Thus, the class schedule is designed specifically to ensure that the class schedule has no conflicts and students follow a convenient, practical full-time schedule. However, by starting a new cohort each semester, the College ensures that students who are unable to complete a course for any reason may repeat that course in the very next semester, thereby minimizing delays due to unforeseen circumstances. Upon entry into the program, students meet with an academic counselor who advises them regarding the cohort courses they need to take, as well as on any additional coursework they may need to fill any deficiencies in their lower division preparation. While the selective admissions process ensures that students have no deficiencies in their major preparation, some may lack components of the CSU GE pattern required for SMC's baccalaureate degree and may therefore need to take an extra course or two, which are usually completed during the summer and winter intersessions.

Analysis and Evaluation

The College meets the standard through a varied and expansive course schedule providing students several options of days and times, along with delivery modalities in which to enroll in high-demand courses, enabling students to complete degrees on time and with flexibility to accommodate their unique scheduling needs.

The realistic course load designed for the IxD students, coupled with available student support services and the strong academic backgrounds of program participants will ensure that most, if not all, students are able to complete all degree requirements within two years of their commencement of the upper division program.

A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

The College effectively uses an array of traditional and non-traditional delivery modes, to meet the diverse and changing needs of its students. The College periodically surveys its students to assess their delivery mode needs and preferences. In Fall 2021, 54% of surveyed students indicated that they preferred online courses, and this finding informed the development of the 2022 class schedules ([IIA7 01A ClassModalitySurvey](#)). Although traditional, single-course delivery over a full semester—in a classroom or laboratory setting—remains the most familiar

and abundant mode, the College ~~is~~ other delivery modes to meet the diverse needs of students including the following:

- **Short-Term Classes** use an accelerated format to allow students to focus on a particular class more intensively and over a shorter period of time than usual, typically in eight- or twelve-week formats during the regular semesters and five-, six-, or eight- week formats during intersessions ([IIA7 01B SectionsBySession](#)). The College attempts to offer a large proportion of short-term class sections as there is evidence that students do as well, or slightly better, in short-term classes in terms of successful course completion.
- **Co-requisite** English and Math courses enable students to enroll directly into transfer-level courses with additional, co-requisite instructional support, rather than to enroll in a pre-requisite course that has the effect of lengthening their college pathway by at least one semester.
- **Distance Education** promotes the College's Mission in supporting students' achievement of their academic goals by providing them with an alternative learning modality from the traditional campus-based classes. As evidenced by the breakdown of remote course offerings in Fall 2020, the college's distance education class schedule includes a wide and evolving variety of online learning modalities, including scheduled, asynchronous, and flexible approaches.

Each of these delivery modes is evaluated in the same way by the curriculum and program review processes to assess their effectiveness in achieving their course learning outcomes. Course success rates by distance education mode show that students are just as successful, or more successful, in distance education courses than traditional online courses ([IIA 7- CourseSuccessbyDE](#)). As part of the program review process, instructional units also report on their use of various teaching methodologies, including collaborative group work, computer-assisted instruction, independent study, internships, applied learning, and study abroad.

Equitable Teaching Methodologies and Support Services

The College's range of instructional delivery modes continues to grow, driven by a culture of innovation and inclusiveness, and the College is conscious that, to achieve equity, all students' success must be considered in each mode. Notable improvements in online course success rates stand out, and the college continues to apply significant resources to close inequitable student achievement gaps across the full range of delivery modes, with intensive review of best practices for teaching and learning support services.

Course quality for online classes continues to be a high priority. The success and retention gap between online and on-ground classes has almost been closed. Since 2016, the gap has closed for both rates as reflected in Table 1 ([IIA7 01 DE Equity Success Gaps](#)). In 2019, online classes had a higher success rate than on-ground classes by 4 percent, and a higher retention rate than on-ground classes by 2.7 percent. Six years ago, racially minoritized students were successfully completing their online classes at lower rates than on-ground classes. However, in 2019, the gap has closed except for Black students; their gap in performance between online and on-ground classes has reduced over the years as outlined in Table 2 ([IIA7 01 DE Equity Success Gaps](#)). Additionally, Black, Latinx, Native American, and Pacific Islander students

experience the largest gaps for online course success when compared to the highest performing group, which poses an equity concern for the college.

In response to those troubling gaps, the College's Student Equity Plan is giving momentum to additional programs that seek to support all students in achieving success at similar rates. One approach to addressing the disparity in success among students is through professional development designed to provide current racial equity-centered pedagogical approaches to teaching both on-ground and online; one example of the college's professional development tools for more equitable online instruction is the best practices guide Principles and Practices for Effective, Equitable Synchronous Online Classes ([IIA7_02_Synchronous_online_teaching_practices](#)).

With financial support from the state of California as well as federal funding sources, the College is currently undertaking several program initiatives to address inequitable student achievement gaps. Highlights of those programs are listed below.

National Science Foundation Grant

In 2019, Santa Monica College accepted a \$2.5 million-dollar NSF Grant to foster an equity-minded student success culture in STEM programs through faculty development that will enhance the success of Latinx, Black and other underrepresented STEM students ([IIA7_03_National_Science_Foundation_Grant_SMC](#)). First-year and other tenure-track STEM faculty participate in cohorts supported by equity coaches and existing STEM faculty equity leaders. Each cohort of faculty participates in a year-long learning community that researches, pilots, and assesses a range of culturally responsive research-based pedagogical innovations and then disseminates the outcomes of their projects both internally and externally in connection with the college's Center for Teaching and Learning.

Equitizing Gateway Courses

As a part of the college's Guided Pathways Redesign implementation, the Equitizing Gateway Courses program is a multi-semester program that cultivates equity-centered practices to better serve Black and Latinx students ([IIA7_04_BoT_Eqt_Gtwy_Crse_PPT](#)). Over the course of four semesters, faculty engage in large groups as well as small, department-based "Equity to Action Groups" that create a community of practice and peer-to-peer support, culminating in a substantial redesign of the course outline record to achieve more equitable outcomes for students. In this way, faculty will develop and implement the changes in teaching practice at the course level for the highest enrolled courses at the college. Across two cohorts so far, more than 300 faculty will have participated in the two-year EGC program.

Analysis and Evaluation

SMC meets this standard as evidenced here and in IIA 16, the College is undertaking an extensive professional development effort to close racially inequitable achievement gaps for students across all course delivery methods. Based on an analysis of the evidence, Santa Monica College is meeting this standard, and progress will be continually monitored and reinforced through District planning efforts and with resources as needed.

Improvement Plan

For the 2022-2023 academic year, SMC will be piloting roughly twenty sections of a new Hy-Flex modality, which allows students to attend either in person or online according to their weekly preferences.

A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Following the passage of AB705 in 2018, Santa Monica College administers no department-wide assessment and placement exams in English, ESL, and Math for newly enrolled students. Whereas prior to AB705, SMC regularly administered ACCUPLACER and COMPASS placement exams, the College now offers students guided-self placement modules compliant to AB705 ([IIA8 01 Assessment](#)). Section IIC.7 covers SMC's AB705 compliance and validation studies in greater detail. The same section also covers in detail the College's use and recent study of the California Chemistry Diagnostic Test utilized as a "challenge exam" for students seeking a quicker path through the Chemistry course sequence.

SMC's course catalog does include courses with pre-requisites, and for each pre-requisite the college provides a student the means to challenge that pre-requisite either through proof of prior course credit or through direct assessment of prior learning, typically by means of a challenge exam. SMC administrative regulation 5120 outlines the pre-requisite challenge policy and adheres to California education code. To reduce bias, SMC's pre-requisite/co-requisite challenge policy outlines that a petition to challenge should be evaluated by a committee of faculty knowledgeable about the discipline and that the instructor of the course into which the student seeks enrollment must not solely review the student's challenge exam.

Analysis and Evaluation

The College meets this standard by having its placement policies and procedures clearly compliant with state law both in their regular operations as well as in terms of the protocols in place to evaluate them over time.

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. (ER 10)

Evidence of Meeting the Standard

As outlined in Administrative Regulation 5360: Carnegie Unit, the College uses the Carnegie System of Units to determine units of credit to be awarded for each course, including courses offered online ([IIA9 01 Carnegie Unit AR 5000 Instr Curr](#)). The College also follows the Chancellor's Office Student Attendance Accounting Manual guidelines for credit hour formulation ([IIA9 02 Student Attendance Accounting Manual](#)). Though the system used to determine units of credit is based upon an 18-week semester, the College uses a compressed semester calendar, with a semester of approximately 17 weeks in length. As such, every 18 hours of lecture per semester (or just over one hour per week in the College's 17-week semester system) corresponds to one unit of course credit. For laboratory or arranged hours (both of which refer to ways of scheduling activity time as opposed to lecture time), 54 hours of class time per semester (or just over three hours per week in the 17-week semester) corresponds to one unit of course credit.

SLO mastery ensures that achievement of stated program learning outcomes serves as the basis for awarding degrees and certificates. Every course and every degree or certificate program offered at the College has clearly written and measurable student learning outcomes (SLOs) that are made available to students. Every course is developed with SLOs as a central component of the Course Outline of Record. Course content is designed to ensure that students who successfully complete the course will have developed proficiency in each course-level SLO, and credit is awarded for courses only when the student earns a passing grade. For courses in a student's area of concentration, the course grade must be a "C" or better. The integration of course content and course SLOs affirms that when students earn credit for a course, the majority of course outcomes have been achieved. Likewise, the achievement of degree- and certificate-level outcomes is reflected in students' course grades in their area of emphasis.

Analysis and Evaluation

The College has been using the assessment of course-level SLOs representative of the most critical, broad expectations for students in each course, as well as the use of that data for program improvement, for many years. The College follows the generally accepted norms and equivalencies for higher education in issuance of unit credits and hours.

A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Santa Monica College's website provides universal access to clear information in support of the college's goal of student transfer to four-year schools. Such resources include the following:

- Transfer of coursework to Santa Monica College ([IIA10 01 TransferToSMC](#))
- Articulation agreements, degree/certificate requirements, and general education requirements ([IIA10 02 Articulation](#))
- Catalog information ([IIA10 03 SMCcatalog Transfer Info](#))
- Class schedules ([IIA10 04 Class Schedules](#))
- Administrative Regulations series 4100 and 4300 concerning admission, registration, student progress, and graduation, ([IIA10 05 AR 4000 Student Services](#)) and
- Many other academic advising resources relevant to transfer ([IIA10 06 Transfer Resources](#))

College counselors continue to update and utilize a student degree audit program, which checks student transcripts against associate's degrees, certificates of achievement, Intersegmental General Education Transfer Curriculum (IGETC), and California State University General Education (CSUGE) requirements and provides information on remaining requirements to be met. The College has integrated its degree audit program with its student educational plan development tool, MyEdPlan, which was developed by the College's Information Technology department. Both students and counselors have access to this tool which facilitates educational planning by ensuring that each course required for the student's specific educational goal is included in the plan as demonstrated in Standard II C5.

Students may also access transfer counseling and articulation information from General Counseling/Transfer Services (GCTS). Transfer counselors suggest professional educational plans for specific career goals, provide transcript information, offer IGETC and CSUGE advisement, and clarify associate degree and Certificate of Achievement requirements. Additional web-based resources for transfer are available through the GCTS website and the Articulation website (listed above).

The College maintains 102 articulation agreements with four-year universities, which include 23 California State University campuses, 10 University of California campuses, 45 California private institutions, 14 online bachelor programs, 15 international universities, and 17 out-of-state institutions. These agreements include major preparation, general education, course-by-course lists, and transferable-course agreements that are available to students online or through the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST) ([IIA10 07 Assist transfer](#)).

ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California.

The college catalog includes the College's policies regarding acceptance of credit from other colleges, advanced placement (AP) examinations, College Level Examination Program (CLEP), and military service credit. Counselors and Enrollment Services evaluators, in consultation with the appropriate department chair or faculty leader, review courses when course equivalency is questioned ([IIA10 08 SMCcatalog transfer to SMC](#)). Students are requested to provide

course descriptions, syllabi, and other relevant documents to ensure alignment of learning outcomes. The Articulation Officer maintains complete records for course equivalency, maintained electronically, so that counselors and evaluators can immediately access the evaluation decisions regarding acceptance of credit from the various sources. Counselors and Enrollment Services evaluators, in consultation with the appropriate department chair or faculty leader, review courses when course equivalency is questioned. Students are requested to provide course descriptions, syllabi, and other relevant documents to ensure alignment of learning outcomes. The Articulation Officer maintains complete records for course equivalency, maintained electronically, so that counselors and evaluators can immediately access the evaluation decisions.

To facilitate articulation, the College's Articulation Officer works closely with faculty on proposals for course revisions or new courses. Once a course is determined to be CSU transferrable, it is entered into the ASSIST database. Community college courses that are transferable to all campuses of the University of California (UC) are identified on the UC Transferable Course List housed in ASSIST.

To facilitate student and faculty understanding of articulation agreements, the General Counseling/Transfer Services Center regularly hosts visits by representatives from regional, national, and international four-year institutions. During their visit, representatives from these institutions are available to answer questions about articulation from students and faculty. During the pandemic, these visits have been conducted virtually.

Examples of visiting institutions include the following:

- California State University
- University of California
- University of Southern California
- Columbia University
- Cornell University
- Hawaii Pacific University
- Mount Holyoke College
- Middlesex University (England)

The College has also developed a high school articulation process by which incoming students can earn credit by examination for a high school or adult education course or courses, as outlined in Administrative Regulation 4235 ([IIA10_09_AR-4235-Credit-by-Examination](#)). These courses must be deemed comparable to a specific college course by the faculty in the appropriate CTE discipline, using policies and procedures approved by the Curriculum Committee established pursuant to Title 5, section 55002 ([IIA10_10_T5-55002-standards-courses](#)).

The College expects that the Interaction Design students will complete their baccalaureate degrees which minimizes transfers from the program. The College has established articulation agreements and is working on including more sister community colleges to build a seamless transfer from those institutions into the College's baccalaureate program.

Analysis and Evaluation

The College meets this standard by offering a comprehensive website, which includes the complete catalog, schedule of classes, and special program information. The course

descriptions in the catalog and schedule of classes include accurate transfer information for UC and CSU, as well as IGETC areas and C-ID number. The College now has 139 courses approved via the C-ID process, which facilitates the mobility of students pursuing Associate Degrees for Transfer without penalty. To ensure students have access to current information regarding transfer requirements, the General Counseling/Transfer Services Center provides transfer information for public and private institutions located in California, as well as nationwide and internationally. The articulation website lists CSU and UC general education requirements for transfer, the College's articulation agreements, and pre-professional advising and education plan information. MyEdPlan allows students to integrate educational planning with transfer planning and develop a path to facilitate program completion and/or transfer.

A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Every program offered by Santa Monica College has appropriate learning outcomes that directly support the College's five Institutional Learning Outcomes (ILO). Examination of these outcome statements and the core competencies they encompass demonstrates a direct focus on communication skills, information competency, quantitative abilities, analytical reasoning, ethical reasoning, and global awareness. The table in evidence lists the College's five ILOs and the Core Competencies that comprise each of the ILOs with specific examples of program outcomes ([IIA11 01 ACCJC-core-comp](#)).

These institutional learning outcomes are also the College's General Education Learning Outcomes. A student completing the College's GE pattern, CSU GE pattern, or IGETC pattern will demonstrate competency in all five ILOs.

Course and program learning outcomes have been developed and are aligned with Institutional Learning Outcomes so that student achievement of SLOs is a measurement of ILOs. The Curriculum process for Program proposals approval now includes mapping to ILOs and SLOs ([IIA11 02 Mapping ILOs](#)). Additionally, the College is working with the instructional programs through the curriculum program review process to increase the assessment of ILOs to ensure that all programs assess all ILOs ([IIA11 03 SMC Curriculum Program Checklist](#)). This may include the addition or revision of course SLOs so that they more closely align with the ILOs and/or development of measures that more effectively assess these ILOs.

SMC's Bachelor of Science degree requires that students complete the CSU General Education pattern, including nine units of upper division general education courses, and that they fulfill the College's Global Citizenship requirement as well ([IIA11 04 IxD BA](#)) ([IIA11 05 IxD csu ge bs](#)). Thus, the table below pertains equally well to the baccalaureate degree in that it illustrates how the CSU General Education requirements map to the areas of

communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives.

Analysis and Evaluation

Santa Monica College meets the standard with full engagements in the assessment of student learning outcomes (SLOs) at the course, program, and institutional level. Based on an analysis of the evidence, the College is meeting this standard and will continue to monitor its progress.

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. (ER 12)

Evidence of Meeting the Standard

Santa Monica College offers three general education options for the associate degree:

- Santa Monica College's own GE pattern, (although this is not an option for students pursuing an Associate Degree for Transfer)
- California State Universities' GE pattern (CSU GE), ideal for students planning to transfer to a CSU campus
- Intersegmental GE Transfer Curriculum (IGETC), ideal for students planning to transfer to either the CSU system or the University of California system

The College's general education requirements reflect the College's philosophy statement for the associate degree as published in the college catalog ([IIA12_01_SMC_GE_Philosophy](#); [IIA12_02_GE_Requirements](#))

Per these requirements, students pursuing an associate degree from Santa Monica College must complete a minimum of 18 units in the following areas: Natural Science (3); Social Science (6); Humanities (3); Language and Rationality (6), which includes English and Mathematics; and Global Citizenship (3) ([IIA12_03_requirements-AS](#)).

The college catalog, as well as the schedule of classes, outlines the courses that meet each of these requirements, including online courses. These publications clearly delineate which courses meet IGETC requirements ([IIA12_04_igetc](#)).

The rationale for general education is communicated through the catalog, degree requirements,

and the College's curriculum process. The content and methodology of traditional areas of knowledge in the general education pattern are determined through the rigorous curriculum process. The process begins at the departmental level when faculty first proposes the course. All full-time faculty members in the department vote on a final draft of the course outline and, if applicable, determine which part of the general education pattern the course fulfills. The course also needs to have student learning outcomes that are linked to the Institutional Learning Outcomes (ILO).

Because transfer to a four-year institution is a major part of the College's Mission, guidelines set forth by the University of California (UC) and California State University (CSU) systems play a role in these determinations as well. The Articulation Office advises the Academic Senate Joint Curriculum Committee and helps faculty to find parallel lower division courses at UC, CSU, and other four-year institutions to ensure the course will be transferable and will be approved by other four-year institutions as a general education requirement. If approved, the course is presented to the Academic Senate and then the Board of Trustees for their review and approval. If the class is also seeking CSU GE or IGETC transferability, it is also submitted to the UC and CSU for approval into the appropriate GE pattern.

Connecting courses to ILOs echoes how the College approaches the development of ILOs. Rather than adopting learning outcomes specific to the GE courses, the College has adopted institutional learning outcomes that are applicable to all courses across the curriculum.

This approval ensures that the Institutional Learning Outcomes reflect the experiences of all Santa Monica College students, including those in the noncredit programs and certificate programs, which may or may not require general education.

This table provides an overview of how the College's General Education requirements align with the College's Institutional Learning Outcomes and the Accreditation Eligibility Requirements ([IIA12_05 table-degrees-ILO](#)).

The degree requirements for the IxD Bachelor of Science degree include completion of the CSU General Education pattern, including nine units of upper division general education courses, and fulfillment of the global citizenship requirement as well. All students earning the baccalaureate degree will successfully complete 38 to 41 General Education courses ([IIA12_06 Interaction Design BS](#); [IIA12_07 IxD csu ge bs](#)).

Analysis and Evaluation

The College meets this standard as its GE patterns are well-established and published in several locations, including the course catalog, counseling offices, areas of interest websites, and MyEdPlan. A myriad of options enables students to meet any of the three GE patterns while maximizing flexibility. Students may choose from over 65 courses in Natural Sciences, over 130 courses in Social Sciences, over 175 courses in Humanities, over 40 courses in Language and Rationality, and over 70 courses that fulfill the Global Citizenship requirement.

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 is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Santa Monica College's curriculum process utilizes well-established procedures to ensure new programs and changes to existing programs include a focused area of study that includes 18 or more semester units as per California Law, Title 5, section 55063(a) ([IIA13 01 Title 5 CA ADC 55061-63](#)). The departments develop and evaluate appropriate degree and certificate learning outcomes for all degrees and certificates offered by the College, which are published in the college catalog.

Development of new degrees involves faculty subject matter experts establishing degree requirements by researching articulation requirements ensuring that the required courses have learning outcomes that meet current standards within the discipline and include mastery of the key theories and practices within the field of study. Once approved by the department, the program is submitted to the Curriculum Committee for further review and approval in accordance with the state Chancellor's Office *Program Course and Approval Handbook as shown in Standard IIA1 and Standard IIA11*.

Finally, the program is reviewed by the Academic Senate and the Board of Trustees, and if no concerns are raised, it is sent to the state Chancellor's office for final approval before it is offered at Santa Monica College.

All the degree and certificate learning outcomes are posted in the college catalog, both in hardcopy and online ([IIA13 02 Online Catalog Fashion](#)). As an example, the learning outcomes for the Associate Degree for Fashion Design are as follows:

“Upon completion of the program, students will demonstrate the ability to channel their creativity into marketable fashion and lifestyle product lines, understanding the various design challenges, fit, textile fabrications, cost, sizing, design editing, and aesthetics for various target markets; understand production in wholesale and retail in order to meet consumer needs while creating forward trend directions. Program electives bridge communication with fashion merchandising concepts, ensuring creativity and marketability. Students develop an awareness of art, visual communication, global culture, computer technology, and business in the design process. Additionally, students will have skills pertinent to successfully enter third-year college fashion design programs, translate their internship experiences into positions at small to large-scale design firms, or create their own design line.”

The IxD Bachelor of Science degree requires lower division preparation equivalent to the Associate of Science in Graphic Design with a concentration in User Experience, as well as satisfactory completion of the upper division courses focused on the Interaction Design major

([IIA13 03 Interaction Design Upper Div](#); [IIA13 04 GraphicDes AA](#)). The lower division preparation includes 40 semester units of graphic design courses, and the upper division includes 31 semester units of interaction design, giving a total of 71 units within the major area of inquiry. Each course is designed around key student learning outcomes designed by faculty discipline experts with input from the IxD Advisory Committee.

While direct comparison of the major courses required by the College for its IxD students to those required by California's public universities is not possible since no CSU nor UC campus currently offers a degree in Interaction Design, it should be noted that the course requirements are similar to those of the two private California universities currently offering a similar degree.

Analysis and Evaluation

Santa Monica College meets this standard with faculty who have been analyzing the results of their course level student learning outcome assessments for the past decade. Each department has refined the process to ensure that the data they collect and analyze provide the most relevant and useful information about their courses and their effectiveness in achieving student outcomes. The analysis of program-level outcomes is relatively new, however.

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.

Evidence of Meeting the Standard

All Career Technical Education (CTE) programs at Santa Monica College are subject to the same rigorous curriculum approval and program review process as other degree or certificate programs. In addition, each program must demonstrate a need for the degree or certificate by conducting a convincing labor market analysis using standard labor market data sources.

Each CTE program must also have an advisory board composed of representatives from the industry that meets regularly with program faculty to provide input on curriculum and ensure that program requirements and content are current with industry standards.

As with other instructional programs, all CTE degree and certificate programs must have well-developed learning outcomes that relate directly to course level learning outcomes. These program outcomes are also developed with input from the relevant advisory board to ensure that they encompass competencies required for employment in the field ([A14 01 CTE Advisory Handbook 2022](#)).

SMC has over 100 educational degree and certificate programs and nearly half of those are Career Technical Education programs. ([A14 02 CE Programs](#)) Recent programs developed in response to our local and regional labor market include Cloud Computing, Salesforce, Machine Learning, Artificial Intelligence, Biosciences, Advanced Transportation, Esports, Blockchain,

Digital Marketing, Global Trade and Logistics, Respiratory Therapy, Data Science, and Aquaculture that serves the blue/ocean economy ([A14 03 LMI Data Science](#)).

Many of these programs are designed to prepare students for industry certifications. For example, in Cloud Computing, students are qualified to complete the AWS Cloud Practitioner exam and the AWS Solutions Architect Associate exam. In Computer Information Systems, students can complete the QuickBooks certification and Microsoft Office User specialist certification. These certifications do not publish their results, so students must self-report. In 20-21 86 students reported completing the certification exams.

The college recently implemented an outcome survey called the Completers and Leavers Survey, based on a statewide model. In 2020, a total of 3455 of completers and leavers were surveyed. Key results show that students who complete CTE training at SMC saw an average wage increase of \$8.92 per hour, representing a 45% increase in the completers' average wages. 67% of respondents reported being employed for pay and 51% of respondents reported transferring to another college or university ([IIA14 04 Santa Monica College CTEOS 2020](#)). Moreover, 70.9% of students reported finding employment that was closely or very closely related to their field of study at the College. While this 70.9% rate falls short of the College's Vision for Success goal of 78% employment in a closely related job, it does show significant improvement over the system-wide baseline of 60% noted in the Chancellor's Vision for Success. ([IIA14 05 SMC-Vision-for-Success-Report-Final-5-14-2019](#)) ([IIA14 06 vision-for-success-update-2021-a11y](#))

Analysis and Evaluation

SMC meets this standard by offering high demand skill attainment for career training that results in positive employment outcomes in over 100 degree and certificate fields.

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.

Evidence of Meeting the Standard

The College's Program Discontinuance Policy (AR 5113) was established following the discontinuance of some instructional programs in 2003 and was revised in 2009 at the onset of the last recession to ensure that if circumstances warranted, the College had a policy in place ([IIA15 01 AR 5113](#)). According to this policy, when the College eliminates a program, it is to provide one-on-one assistance to students in either finishing the program at Santa Monica College or identifying a means to continue their studies at another institution. As part of this process, in the event a program is eliminated, the College contacts neighboring institutions to facilitate articulation agreements for transfer of entry-level students.

When program requirements change, students have clear catalog rights. Catalog Rights, as

outlined in AR 4351, updated in Spring 2021, dictate that a student may satisfy the requirements of a degree or certificate by completing the general education and major/area of emphasis requirements in effect at any time of the student's continuous enrollment ([IIA15 02 AR 4351 Catalog Rights](#)). Continuous enrollment is defined as enrollment in at least one semester (Fall or Spring) in each academic year. As such, program requirements made after students enroll are not applicable to students as long as they maintain enrollment.

One example of the College minimizing disruption for students enrolled in a program that was significantly changed is when Entertainment Technology added new courses and redefined existing courses to be more descriptive, branching the ET numbering system into Animation (ANIM) and Postproduction (DMPOST). The renumbering and restructuring of courses provided a more recognizable path for students. To minimize disruption for current students in the Entertainment program, the catalog redirects them to the new areas of study ([IIA15 03 21-22-SMccatalog-ET-Anim-DPost](#)). Program leads met with counselors to provide detailed summaries of the changes for student advisement in the two areas of study, Animation and DMPost (Postproduction) ([IIA15 04 Animation AS 2022](#); [IIA15 05 Digital Media AS 2022](#)).

Analysis and Evaluation

The College meets this standard with its Program Discontinuance Policy (AR 5113) outlining counseling and other processes to ensure that students experience a minimum of disruption should program discontinuance occur in the future. When students are affected by changes, reductions in, or discontinuation of a program, the appropriate instructional department lead works closely with the Counseling Department to provide one-on-one assistance to students in providing equivalency, identifying a means to continue their studies at another institution, or complete an alternate program at Santa Monica College.

A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The quality of instructional programs is primarily assessed by examining successful course completion and retention rates, the course SLO and program PLO mastery rates, and the number of degrees and certificates awarded. The comprehensive and annual program review processes facilitate the compilation, analyses, and sense-making of the data, and the processes are often the starting point for course and program improvement. For example, in their comprehensive program review, the Physical Sciences Department noted that students who were enrolling directly in Chemistry 11 (General Chemistry 1) after completing a challenge

exam successfully completed the course at a rate of 78.1%, higher than students who enrolled in Chemistry 11 after completing the pre-requisite course, Chemistry 10 (Introduction to Chemistry), at 65.3% (2018-2019 data). The Program hypothesized that the Chemistry 10 curriculum “was too broad and did not prepare students well for Chem 11” (p21). In response, the program created a Chem 10 Faculty Handbook and made curricular changes to increase the rigor of the course ([IIA16_01_2019-20PhysicalScienceReview](#)).

The currency of both credit and noncredit career education programs are ensured by requiring all programs meet regularly with industry advisory boards. Feedback from the industry advisory boards informs program planning, resource requests, and ultimately, program improvement. For example, in the 2022-2023 Perkins Funding Application, the Applied Photography Program discussed its advisory board comments related to ensuring proficiency in Macintosh computers and opportunities to shoot on location and proposed a project to address the advisory board concerns and stay current with the field.

For courses and programs without letter grades and/or those leading to degrees and certificates, quality and currency is assessed through course SLOs and through other indirect measures such as course enrollment (to determine demand) and student satisfaction. For example, in Fall 2020, the noncredit programs collaborated with the Office of Institutional Research to administer a student experience survey and assess the quality of students’ classroom experience and satisfaction with services provided through the program.

Additionally, all programs are asked in the annual and six-year program reviews to document their planning processes and show how learning outcomes, at both the course and program level, have influenced program objectives. Career Technical Education programs are also asked in their annual and six-year reviews to document how their industry advisory boards have influenced their programs' curriculum, including documenting how program faculty remain current with industry trends through engagement in training and professional development. Both the advisory boards and professional development help to ensure program quality, currency, and relevancy.

As detailed in Standards IIA.4 and IIA.7, every course and program—regardless of whether the courses are community education, CTE, or collegiate or pre-collegiate level, and regardless of delivery mode or location—must document and report their findings to the program review process. Several alternate delivery modes and locations are discussed here:

- **Online and hybrid online/on ground classes:** Online and hybrid courses require additional and sometimes different types of procedures to ensure quality and currency. The Academic Senate Joint Distance Education Committee developed extensive resources for faculty including Principles and Practices for Effective, Equitable Synchronous Online Classes, a best practices guide to maximize the success of online students ([IIA16_03_synchronous-online-teaching](#)).

Additionally, all faculty are automatically enrolled in Canvas Central, a regularly updated online course shell that provides robust faculty training resources and support to effectively teach online using the learning management system, Canvas. Canvas Central is also utilized to advertise upcoming trainings and webinars, such as the optional SMC

hosted 8-week Online Teaching & Design (OTD) certification course designed and facilitated by expert online faculty at the College. Among the myriad of professional development opportunities accessible to faculty, the local Peer Online Course Review (POCR) process, serves as an additional method to ensure high quality online instruction ([IIA16 04 POCR](#)). POCR is a supportive peer-to-peer experience that uses the California Virtual-Campus Online Education Initiative (CVC-OEI) Course Design Rubric to equip faculty with student-centered effective practices for the production and delivery of their online courses ([IIA16 05 CVC-OEI](#)) ([IIA16 06 CVC OEI Course Design Rubric](#)).

- **Noncredit Courses:** the Santa Monica College Noncredit Program offers an array of courses in English as a Second Language, Civics Education, College Development and Career Preparation, Parenting as well as Continuing Education for older adults ([IIA16 07 noncredit](#); [IIA16 08 Community-Education](#)). In the last four years, several new noncredit short-term vocational programs have been created, widening the College's catalog of noncredit courses and certificates. There are currently 17 Noncredit College Development and Career Preparation (CDCP) certificates in place, with more in development.
 - These classes are available to students 18 and over with no enrollment fees and are not graded. The instruction is state-funded based on students' positive attendance. After approval by disciplinary department of origin, and the Academic Senate Joint Curriculum Committee, new noncredit courses are submitted to the California Community Colleges Chancellor's Office for approval. These courses are regularly evaluated by the disciplinary department of origin through the program review process. Additionally, program review is also run by Noncredit Initiatives and future program development is done in alignment with the California Adult Education Program (CAEP) funding priorities, supplemented by LMI data for short-term vocational programs. To support learning outcomes Noncredit Initiatives offers academic and career counseling to all noncredit students as well as other campus resources such as laptop loaning, health services/wellness, basic needs.

- **High School Initiatives:** Santa Monica College's High School Initiatives offers college level courses to our high school students. Comprised of two individual programs, including Dual Enrollment and Young Collegians, this initiative is regularly reviewed through the program review process.
 - **Dual Enrollment** program allows students to enroll in collegiate-level courses at their local high school ([IIA16 09 Dual-Enrollment](#)). The College is currently offering dual enrollment courses at Beverly Hills High School, Malibu High School, Palisades Charter High School, and Santa Monica High School.
 - **Young Collegians** was designed in conjunction with the Santa Monica-Malibu Unified School District in 2007 to provide college preparation and planning for traditionally underrepresented students from the local school district ([IIA16 10 Young-Collegians](#)). This program is designed to give students at least 14 units of college credit by the time they graduate from high school and prepare them to become successful first-time college students.

Analysis and Evaluation

The College meets this standard by offering instruction and programs in a wide variety of fields and delivery modes. The College's program review process carefully scrutinizes each of these programs, regardless of mode, where programs show how they are continuing to improve student outcomes. Degrees, certificates, and for-credit coursework all undergo the rigorous process of review by the Academic Senate Joint Curriculum Committee.

Programs such as noncredit English as a Second Language, High School Initiatives, Emeritus College, provide additional instructional support to targeted groups of students. These programs all undergo careful self-scrutiny as part of the program review process to ensure continued improvement in student learning outcomes.

Conclusions on Standard IIA Instructional Programs

SMC's course and program offerings reflect the institution's mission to provide a high quality, affordable education to students of diverse backgrounds with varying educational goals. This high quality is evident in the course content and instructional methods as well as the processes that support and develop them. To further accomplish the mission at the curricular level, the College assesses student progress through data collection disaggregated by various student factors from an institutional level all the way down to the course section. The data collection and inquiry inform adjustments made in instruction and student service. In addition, support services are offered at both the pre-collegiate and collegiate level. A comprehensive website along with tools such as MyEdPlan increase transparency when it comes to completion whether that be career attainment and/or transfer. The College supports students in their educational journey through engaging in an iterative process that requires continual review of programs and resources while taking into account higher-ed standards and legal compliance. Ultimately, the College seeks systemic change focused on closing racial equity gaps for the most minoritized students and moving beyond pre-pandemic concepts of instructional delivery and support.

Improvement Plan

As part of the College's commitment to evolving as an educational institution, SMC will be piloting during the 2022-2023 academic year roughly twenty sections of a new Hy-Flex modality, which allows students to attend either in person or online according to their weekly preferences. Results from this pilot will inform future delivery of Hy-Flex courses while serving as a foundation for future innovative pilots.

Standard IIB Library and Learning Support Services

B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

SMC supports student learning and achievement through library and other learning support services to students and the broader campus community. The library provides facilities and resources to support our campus community across the curriculum. Facilities include 21 study rooms, seating for 1300, and 220 computers for student use. Resources include access to faculty librarians, staff, and technical support, as well as nearly 50 databases, e-books, and over 80,000 print books. Librarians provide student support via in-person and online chat/Zoom reference service. Videos of database tours and other useful information may be viewed asynchronously on YouTube and embedded within discipline Canvas shells by instructors for student use at point of need. Orientations for individual courses and workshops on areas of interest are given live via Zoom and in person, and Zoom presentations are archived for later use ([IIB1 01 Video statistics YouTube](#)).

The library provides resources (personnel and research materials) and facilities to support our campus community, including all areas of the curriculum. Research materials (books, databases, etc.) and assistance are made available in person, via Zoom online, and via archived videos, and include reference and technical assistance. Facilities include study areas, computers, and print collections.

The College advertises tutoring, library research assistance, and workshops on SMC's main campus and other sites, and information is accessible online ([IIB1 02 Tutoring Services](#)). Resources are also promoted through social media, including Instagram, Twitter, and Facebook ([IIB1 03 SMC Instagram Library SMC](#)).

SMC's library and tutoring centers provide access to materials and programming to support student learning both online and in-person ([IIB1 04 Supplemental Instruction Brochure](#); [IIB1 05 SI Satisfaction Survey](#)). Tutoring utilizes the online tutoring resource, Smart Thinking ([IIB1 06 Smarthinking Online Tutoring Report](#)), which was extremely important during pandemic closures, and WC Online (Writing Center Online, staffed by SMC tutors), to collect data on students who use services in various subjects. Programs supported by tutoring are Writing and Humanities, Science, Math, Modern Languages, Business, and Computer Science/Information Science. Students who use these online tutoring services completed their courses at an 11% higher rate than those who did not ([IIB1 07 new DistanceEd-6Year-20-21](#)). The Modern Language computer lab includes specific software to help students learn the

various languages offered at SMC. For faculty, new faculty orientation presentations have been conducted by the Associate Dean of Student Instructional Support ([IIB1 08 New Faculty Orientation 2019](#); [IIB1 09 New Faculty Orientation 2020](#) [IIB1 10 New Faculty Orientation 2021](#));).

The SMC website highlights library services, tutoring, supplemental instruction, and technology resources for students and the broader campus community ([IIB1 11 Special Programs and Support Services](#)). Direct access to library and tutoring services is available via Corsair Connect and Direct Connect, SMC's student support navigation portal.

Locations and hours for computer labs are available on the website, and labs can be accessed virtually. The SMC Virtual Computer Lab program allows currently enrolled SMC students in relevant subjects to connect to specialized SMC computer laboratories or virtual computers through the Internet ([IIB1 12 Virtual Computer Lab Video instructions](#); [IIB1 13 Virtual Computer Lab Web instructions](#); [IIB1 14 Virtual Computer Lab](#)). Student technical support is also available.

Analysis and Evaluation

SMC meets the standard through the depth and breadth of its Library and learning support centers, which support the work of students, staff, faculty, administration, and the broader community, with sufficient resources to promote student success and provide needed assistance. Learning support services encompass the physical and digital library collections, online and in-person tutoring, computer labs, and instructional activities. SMC's library, tutoring, and computer labs support instruction and student learning through access to computers, scanners, textbooks and other materials. SMC distributes these resources across the campuses, at tutoring centers, in specialized computer labs, on our website, and via streaming videos.

Evidence demonstrates a number of different elements, including the breadth of our collection and our outreach efforts to effectively serve all levels of research need in our campus community. The library has increased its digital collections and educational videos to provide faculty with options to embed research assistance at the students' point of need. It has expanded into Distance Education with our Research Methods class. Librarians have targeted standalone instruction to meet specific course or resource needs.

The library is adapting to changes in the information resource landscape while maintaining traditional facilities and collections. The Research Methods class has been developed into an online class, and overall section offerings have increased by a third. The library has improved access to its resources with online videos, orientations, and workshops and has created social media accounts, to help with the issue of reaching students and overall student engagement.

Although the library provides an array of services and resources to support SMC students, expanding the staffing and the depth of librarian services needs to be addressed. Due to unforeseen circumstances and retirements, the staffing dipped below what is appropriate for a

library our size. However, the library has hired 3 faculty in the last year in an effort to return to effective staffing levels.

B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The Santa Monica College Library faculty librarians collect resources for all disciplines in our curriculum, in all formats (print, media, electronic books, and databases) based on the Areas of Interest as created by the College for the Redesign/Guided Pathways project ([IIB2 01 Library collection development policy](#); [IIB2 02 Library Request Music 22](#)). Deselection is guided by changes in curriculum, and both faculty and staff are involved in deselection projects. Computers and specific assistance rooms are equipped with accessibility programs and equipment.

Cooperation among librarians, and between library faculty and discipline faculty, maintains collection relevance to support the curriculum ([IIB2 03 Example purchase request](#); [IIB2 04 Meta curriculum approval](#)). Policies are reviewed and updated regularly to keep pace with a changing information resource landscape, and the shift from predominantly print to more digital resources supports our campus community more robustly as access requirements change. We review the database access statistics to see changes and make additions to support faculty requests and student needs ([IIB2 05 Database Usage 2020 2022 Ebsco](#)).

To support student success, the College maintains and updates software to provide tutoring services under the guidance of the Student Instructional Support Committee ([IIB2 06 Research Plan Student Instructional Support](#)). This Committee is made up of faculty from different departments and Tutoring Coordinators, they give input on selecting and maintaining educational materials, training and equipment to support student learning and enhance the achievement of the mission ([IIB2 07 Science LRC Material List](#)).

Computer lab personnel choose and maintain educational equipment and resources to assist student learning and the attainment of the mission, relying on the necessary knowledge of faculty and other learning support services experts. In addition, SMC offers learning support services for the Interactive Design baccalaureate degree program, allowing students to create the skills and contacts needed to master the fundamentals of Interaction (IxD) and User Experience (UX) Design through hands-on collaborative experiences. Resources are sufficient to support the baccalaureate degree's quality, currency, rigor, and depth while also reflecting the program's particular demands ([IIB2 08 SMC-IxD Annual-Report 2019-2020](#)).

The College also offers computer training for older adult students through the Emeritus program, a one-of-a-kind program that provides a diverse selection of noncredit programs

tailored to the interests of older persons ([IIB2 09 Emeritus Program](#)). Finally, web training for faculty and staff is provided monthly ([IIB2 10 Web Training sessions](#)).

Open access computer areas are available for student use in the library and in other locations across the campus, often designated as specific to a discipline or program ([IIB2 11 Computer Labs](#)). Additional services and equipment are provided in the library and at these labs, which include printing, laptop checkout, accessibility software and equipment, and scanners. In collaboration with DSPS and the High Tech Training Center, the library and other campus labs provide access to specialized equipment and software to ensure resources are accessible for all students ([IIB2 12 CSD Support Services](#)). The library also works to ensure that all database subscriptions and online resources are ADA and Section 508 compliant. Labs are staffed by professional, peer, and student workers, and appropriate software is available for programs related to the curriculum. Hardware and software are updated by central IT staff ([IIB2 13 IT Meeting Notes 20-21](#)).

The SMC Library supports equity for our most marginalized student populations by assisting students and the community who have no one else to help them, no other place to study, no computers, or no resources. Libraries are by their engines for equity. After the pandemic shutdown, the library was among the first programs to reopen for in-person service in Fall 2022. The reason was to provide access to study space, resources, and materials to students. Other activities that support our Black and Latinx students include:

- All videos (databases, workshops, and skills) are subtitled in Spanish as well as English, which supports both accessibility and equity ([IIB3 14 Library Workshops and Videos.](#))
- The library lends textbooks and laptop computers to students for short-term use and provides access to desktop computers and software in its computer labs.
- The library has conducted Counseling orientations tailored for sections of classes that were noted in the class schedule as being for specific for student veterans, Adelante/Latino Center, Black Collegians, and student-athletes.
- Our most recent efforts focused on equity include a proposal (under consideration) to eliminate overdue Library fines. ([IIB2 15 Library fines elimination proposal.pdf](#)) Fines have been suspended since April 2022 due to the pandemic. We'd like to eliminate this burden on our students.

Analysis and Evaluation

The College meets the standard by purchasing and maintaining appropriate, effective, and accessible materials and accompanying equipment in support of student learning. Oversight of those activities is provided by faculty librarians, professional staff, and discipline faculty, in alignment with our mission.

Outreach efforts to discipline faculty, tracking changing resource needs through curriculum actions, and continually working to extend resource coverage and access, appear to be on track to keep the collection meeting the needs of our campus community. The collection is currently being assessed to collocate reference materials with circulation materials for ease of access for students, and the policy is due for update in 2022-23.

B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College evaluates the library, tutoring services, and computer labs through the program review process under the purview of the Academic Senate ([IIB3_03_Library-SixYear_Program_Review_2016](#)). All library and learning support services participate in program review which is an ongoing process of self-reflection and assessment of program effectiveness. Through program review, library and learning support services complete an in-depth report every six years, complemented by a more progress-focused annual report ([IIB3_01_2020-2021_Annual_Program_Library](#)). The Academic Senate Joint Program Review Committee prepares an executive summary for both programs and forwards this information to the District Planning and Advisory Council to aid in institutional planning and decision-making.

The library evaluates services in accordance with course and standalone instruction Student Learning Outcomes (SLOs), along with regular review to ensure librarians are following best practices for reference service. SLOs and guidelines are regularly reviewed and updated as needed to support the evolving role of the Library, and to ensure that they are effective in assuring students are acquiring necessary skills for both the Research Methods course and course-specific orientations ([IIB3_02_LIBR_1_SLO_revisions_01_2021](#); [IIB3_03_SISC_Minutes_0420_2020](#)).

Email from faculty show satisfaction with orientations ([IIB3_04_Sample_faculty_feedback](#)). Program review shows the reporting mechanism by which the College assesses the effectiveness of the library in meeting student learning needs.

The College conducted a survey of students who used tutoring services, and those results are used in both the annual and six-year Program Review processes ([IIB3_05_Tutoring_Survey_Report_Final](#)). Supplemental Instruction data indicate student usage. The Joint Academic Senate Student Instructional Support Committee completed a study of Center visits by students, showing usage of tutoring resources and facilities.

SMC provides a wide range of online courses in a variety of subjects. Online student support services are comparable to those offered on campus, and technical help is available 24 hours a day, seven days a week. Computer lab resources for students, faculty, and staff are provided by the Academic Computing staff, including labs with software to support specific programs ([IIB3_06_Library_Workshops_and_Videos](#); [IIB3_07_Remote_Instruction_Support](#); [IIB3_08_IT_Help_Student_Survey_12_2021](#)).

Analysis and Evaluation

SMC meets the standard by regularly evaluating library and learning support services. Annual and six-year Program Review are the vehicles by which SMC assesses and reviews these programs and integrates program needs into the budgeting process through reporting to the District Planning and Advisory Council. Resource allocation is guided by student needs that are highlighted in those reports. This planning process ensures the College takes into consideration the results of regular assessment and targets necessary areas of improvement in library and learning support service programs.

Identified Areas of Improvement

Assessing the effectiveness of standalone instruction over the breadth of the curriculum continues to be a challenge, as does soliciting broad response from students in surveys. The Library is working with Institutional Research to find ways to better gain insight into the needs of all students, expanding our reach from self-selected or current Library users. Faculty surveys also need to be conducted for our library orientations. Course and program SLOs directly support ILOs and appear to be effective in doing so. We continue to work on formulating SLOs for our unique research resource instruction sessions.

B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Santa Monica College tends to provide services and resources in-house. Major contracts for products and services include a cooperative purchasing agreement with the California Community College Library Consortium that enables the College's Library to provide a depth and variety of electronic resources to students that would not be possible without the cooperative's pricing structure, including access to the same databases used by all community colleges, at no additional cost.

The library provides remote chat assistance to students 24/7 using the LibChat program. Librarians from other institutions help SMC students when our librarians are not available. This cooperative arrangement is governed by policies and guidelines to ensure quality service to our students ([IIB4_1_AR3720_Computer_NetworkUse](#)). LibChat has been extremely effective, especially when the library was closed during the pandemic lockdown.

Since 2020, we have quickly added databases to meet urgent faculty needs for new database

content coverage or specific e-books. Discipline faculty work closely with librarians to find resources that meet the needs of their program. We have added several databases and specific e-books during the pandemic based on faculty request. This shows cooperation between library faculty and administration with discipline faculty to maintain and improve our collections, supporting the needs of our students.

For tutoring, SMC holds contracts with Smart Thinking for online tutoring, and WC Online for tutoring tracking. SMC holds memoranda of understanding for tutoring with UCLA, CSUN, and LMU wherein SMC hires students from their institutions to tutor our students with costs shared across the institutions ([IIB4 2 UC SMC Agreement](#); [IIB4 3 Work Study Agreements](#)).

Santa Monica College uses an external service to provide support for its students across the College website with a tool called Gecko Chat. Gecko Chat+Bot (aka "Pearl") is an artificial intelligence-driven chat and bot system that assists current and prospective students in answering questions via the channels they choose, such as live online chat, text messaging, Facebook, Twitter, WeChat, and WhatsApp. GeckoChat combines all these communication methods into a single cloud-based platform where college staff/student employees respond to inquiries as they come in. Gecko Bot (Pearl) handles queries directly at first, then automatically connects them to a live agent if the solution sought is not accessible in the Q&A knowledgebase maintained by SMC Enrollment Services employees, using information gathered from departments across campus, including the library ([IIB4 4 Gecko Contract BoT 11-2-2021](#)).

All periodicals, computers, resources, and materials are secured on the library premises. Students must check out the items at the reference desk and have the items scanned before removal. The library uses the Bibliotheca security gate system for theft prevention. Campus Police conduct periodic patrols and respond to calls as needed. We maintain electronic access control through the use of FOBs/CPAM system and centralized dispatching control. We have CISCO based CCTV coverage on all the floors of the library. Maintenance and servicing of equipment is with our own IT Department and if it requires outside work they use outside companies.

All enrolled SMC students are provided with an SMC Google account, which includes Google Drive, Google Docs, Google Calendar, and a small set of other Google services. Santa Monica College students receive a special purpose SMC Google Gmail student email account. In addition, SMC students have access to Office 365, which includes Word, Excel, PowerPoint, OneNote, and OneDrive, 1 TB of cloud storage, mobile access to applications, and the ability to set up Office 365 applications on up to five personal devices. These services are monitored by SMC IT staff, and problems or issues are addressed promptly by them with the providers of these services.

Analysis and Evaluation

SMC contracts with outside organizations when products and services become available that are more cost-effective than providing the same or similar service through institutional

resources. Services and resources are regularly examined by faculty and staff to ensure they meet the needs of the campus community and subsequently adjust available resources or product interfaces, when allowed to do so, to better serve students. Contracts and performance guidelines ensure that the services provided to students via the library, tutoring, and computer labs are accessible, appropriate, and effective in delivering the required results to support student achievement.

As the evidence presents, Santa Monica College is meeting this standard.

Conclusions on Standard II.B. Library and Learning Support Services

Santa Monica College is an open access institution, providing service to students, faculty, staff, and the broader community. The library and academic support services directly support instruction across the curriculum, assisting students to achieve their academic and career goals. These services support Institutional Outcomes for the College, supporting the mission as well as the equity and accessibility that are central principles of that mission. Library services, tutoring, and computer labs are critical for student success, persistence, and achievement of educational goals. These programs are widespread in scope, responsive to students' needs and faculty concerns, and integrated with planning from the discipline to the College level. Program evaluation and improvement is managed by faculty and staff who continuously train on new systems, and regularly collect and evaluate data to work toward improving the quality of service and resources, evaluate outcomes, and support students in achieving their goals.

Improvement Plan(s)

We continue to evaluate the staffing and student needs for the library. In addition, the library continues to work on formulating SLOs for our unique research resource instruction sessions.

C. Student Support Services

C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

The annual and comprehensive program review process is in place to ensure student support services engage in regular assessment and evaluation activities for planning and continuous improvement efforts. The questions in the program review template prompt student service programs to describe the results of data by evaluating the quality and effectiveness of the program and analyze the insights drawn from the data to inform future actions and planning. Many student service programs also conduct satisfaction surveys on a regular basis to assess the extent to which students are satisfied with services provided and measure perceived impact of services on their goals and educational experience. Each student service engages in regular dialogue and planning using a participatory model allowing for input from administration, staff, students, and relevant stakeholders. Below are some of the ways SMC evaluates student support services.

Admissions and Records

The Admissions and Records Comprehensive Program Review (Academic Year 2020/2021) ([IIC1 01 Admissions PR-SixYears-20-21](#)) is a comprehensive review of how the Admissions and Records office examines its operations in relation to enrollment services at the College. It is necessary to inspect the student experience as it relates to these operations and to use the information to inform planning and development. The comprehensive review delves into application software usage and budgeting, legislative mandates and changes, staffing, student demographics, enrollment trends, etc. All the information gathered in the comprehensive review allows the area to make informed decisions regarding student usage, policies, and procedures.

Admissions and Records Surveys (Feedback from students)

([IIC1 02 Admissions Records Survey](#)) Students are asked to complete a survey at the end of a transaction initiated in-person or at the end of a QLess-initiated meeting. QLess is the College's online automated scheduling system. A text message goes to students after they end a QLess meeting. Every student who notes they had a poor experience is asked if they would like a call back. The supervisor contacts them to discuss their concerns. Students also provide feedback by email or phone, and frequently ask to speak to the supervisor or dean. The results are housed in the cloud-based survey software used by the college, which allows the Admissions staff to see trends in terms of issues pertaining to the student experience and to make shifts accordingly.

Counseling Services and Specialized Programs

The Counseling Services Comprehensive Program Review (Academic Year 2018/2019) ([IIC1 03 Counseling PR-SixYear-2018-2019](#)) is a comprehensive review of how Counseling

Services examines its operations in relation to counseling and advising at the College. Specialized Programs, programs that target specific student populations, are subject to their own comprehensive program review processes, but all are ultimately under the auspices of the Counseling Department. All the information gathered in the comprehensive review allows the area to make informed decisions regarding student usage, policies, and procedures.

SMC's student support services are committed to providing quality counseling, services, and support for students. The following assessment and evaluation practices were conducted to determine student satisfaction, program effectiveness, and comparison analysis amongst a diverse span of SMC students. Furthermore, the evidence provided highlights general student support services and equity centered student support services pertaining to access, persistence, and overall support for SMC's disproportionately impacted students.

Student Satisfaction Surveys

The student satisfaction surveys measure the overall student experience and perceived impact of the services provided. The highlighted services include virtual counseling, EOPS program, and Veterans Resource Center (11C1_04_Virtual_Counseling) ([IIC1_05 EOPS CARE Satisfaction Survey](#); [IIC1_06 VRC Survey](#)).

Longitudinal Study

Equitizing student support is evolving in which culture (practices, policies, and procedures) of student support services transforms gradually. Utilizing a longitudinal study, the STEM Scholars program tracked progress and achievement outcomes overtime ([IIC1_07 Infographic STEM Scholars Program](#)).

Special Programs Comparison Analysis

The comparison analysis highlighted participating students in the Black Collegian's and Adelante programs with non-participating students ([IIC1_08 Infographic BC Adelante](#); [IIC1_09 UC App Transfer Profiles](#)).

Financial Aid Program Review

Financial Aid Comprehensive Program Review (Academic Year 2019/2020) ([IIC1_10 Financial Aid PR](#)). The department of education conducted an examination of SMC's financial aid policies and procedures including a) eligibility, b) student financial aid and academic files, c) attendance records, and d) student account ledgers.

Analysis and Evaluation

The College meets this standard by regularly evaluating how its student support services enhance students' access, usage and learning experiences both on-ground and online for both our credit and noncredit students. In order to ensure strategic planning and improvement, maintenance, and a quality and meaningful student experience, each and every student service undergoes a routine evidence-based programmatic review and evaluation. The Program Review process takes place in the form of a comprehensive review that is completed every six years ([IIC1_11 Six Year PR Template](#)) and is then addressed every year in the form of an annual review ([IIC1_12 Annual PR Template 2020](#)). In addition to the Program Review process,

many student support services measure quality of service by gathering input and feedback from students who receive or participate in their services. SMC's student support services are designed to align with the mission of the College and are thus committed to providing education to all students by cultivating positive experiences outside of the classroom that will ensure students feel supported so that they can be successful at SMC.

C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Santa Monica College identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. All student affairs departments and student support programs provide a menu of services to meet student needs and outcomes. All student support service programs complete an Annual Update and a Comprehensive Program Review that includes assessment and evaluation to determine the effectiveness and improvements for student support services. A sample of student learning outcomes assessment reports and program reviews is included for the following programs (not comprehensive):

- General Counseling and Transfer Services Program Review ([IIC2 01 GCTS Program Review](#))
- Enrollment Services Program Review ([IIC2 02 EnrollmentServices ProgramReview](#))
- Financial Aid & Scholarships Program Review ([IIC2 03 FinancialAid ProgramReview](#))
- EOPS/CARE Program Review ([IIC2 04 EOPS ProgramReview](#))
- Black Collegians Umoja Community Program Review ([IIC2 05 BlackCollegians Program Review](#))
- Latino Center/Adelante Program Review ([IIC2 06 LatinoCenter Program Review](#))
- Pico Partnership (formerly Pico Promise) Program Review ([IIC2 07 PP ProgramReview](#))
- Welcome Center Program Review ([IIC2 08 WelcomeCenter ProgramReview](#))

In alignment with the SMC Institutional Supporting Goal of providing an innovative and responsive academic environment that works to meet the evolving needs of students as described in the Counseling Services Satisfaction Survey, the General Counseling and Transfer Services identified in their 2018-2019 Program Review the need to create online services, more specifically, the creation of a counseling appointment self-service booking system in Corsair Connect and providing Virtual Express Counseling. During Spring 2019, several areas in the Counseling Department began using the self-service counseling appointment booking system on Corsair Connect developed in collaboration with the Management Information Systems department ([IIC2 09 CC Couns Appt Booking Sys](#)). The purpose of the booking system is to provide access to students and allow the booking and cancelling of appointments on their

own. With the onset of the pandemic, the booking system became more essential and all counseling areas began to use it ([IIC2 10 Video Express](#)). This shift was especially helpful for students who prefer an alternative to phone consultations or do not have access to a US phone number (as required by QLess for phone counseling).

The Counseling department has regularly assessed the effectiveness of the services by distributing its Virtual Counseling Services Satisfaction Survey to students participating in counseling services each term ([IIC2 11 Virtual Couns Satis Survey](#)). Along with the survey, student-counselor contact data is reviewed in all counseling areas. The survey showed 86% of students rated the quality of Video Express Counseling as either excellent, very good or good. Most students surveyed also indicated, regarding possible options for post-COVID services, a preference for a combination of virtual and in-person services with virtual services being emphasized. The department has been able to provide to the changing needs of students by providing options for students to not only book appointments online but also meet with counseling in a variety of formats.

A partnership began in Spring 2018 between the course Counseling 20 Student Success Seminar and the Career Services Center. This was developed to assist students in their major and career exploration process as part of the larger college redesign. The partnership consisted of updating the Major and Career Exploration project that has long been a part of the course which included a portion where students are asked to schedule an appointment with a Career Services Counselor and then write a reflection based on their discussion. Additionally, the Career Services Center created a presentation for both on ground and online sections of the course detailing the career and major exploration process ([IIC2 12 Couns20 Career Presentation](#)). Instructors either require the appointment through the Project or offer it as an extra credit opportunity. To emphasize the importance of this project, the Counseling department created an SLO for it ([IIC2 13 Couns20 SLO](#)).

Admissions and Records documented in their 2020-2021 Program Review the development of the Pearl Chatbot that went live in mid-February 2020 and was further developed during the pandemic becoming a much-needed tool to help students navigate the SMC website and learn about the college. During the months of February-April 2020, the bot answered 8,500 messages with a 72% success rate ([IIC2 14 Student Needs 22](#); [IIC2 15 Pearl Chatbot Statistics.pdf](#)).

As part of the college's redesign, the Dean of Enrollment Services created a Student Connections communication plan through Salesforce/TargetX for first-year students ([IIC2 16 Student Connections Survey Form.pdf](#)). The intent of the survey was to advise students of important resources at SMC. In addition, a communication outreach plan was also developed to target students with housing and food insecurity, developed in partnership with the Center for Wellness and Wellbeing ([IIC2 17 EnrollmentServices ProgramReview](#)).

EOPS identified in its program review that the utilization of its peer tutoring program declined in participation over numerous semesters. As a result, the program decided to transition to an on-line tutoring platform, Smarthinking, so program participants can have access to tutoring 24 hours a day and seven days a week. This platform is used as a supplement to on-ground tutoring and is in its early stages of usage.

Lastly, since the start of the pandemic, the college has surveyed students on their needs during the pandemic to be successful in either remote learning and/or returning to on-ground classes and services. The survey focused on learning about students' preferred modality for class instruction and student service delivery, the college's response to the pandemic, and challenges a student is facing. This information allowed the college to provide identified services to students and plan class scheduling ([IIC2_18_Sp22_SMC_Needs_and_Experiences_Survey](#)).

Analysis and Evaluation

Santa Monica College meets this standard by conducting research to review data and assess outcomes to improve student support programs and services and respond to the evolving needs of students.

C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The College continues to offer a comprehensive array of student services on its main campus and its five satellite sites. Students can access these services in person or online. The College's website was redesigned in 2020 to make it more user friendly for students to be able to access information on their mobile devices ([IIC3_01_SMC_Website_Redesign](#)). The website and related online communications, such as the Pearl Chatbot, are often the first point of contact for most students and may be accessed by prospective students multiple times before they ever step onto the physical campus. The College makes every effort to ensure that its online communications are accessible to all users by adhering to 508 guidelines.

The College also makes a concerted effort to offer appropriate, comprehensive, and reliable services to students who take classes on-ground or online. In response to the pandemic, the college converted all counseling services online to ensure all students had access to the same counseling services in the remote environment. To help students navigate this new remote environment, the College created a webpage on "Navigating SMC in a Remote Environment" that includes helpful resources on how to use the various online technologies ([IIC3_02_NavigatingSMCinRemoteEnvironment_PPT](#)). Converted services include: in-person counseling appointments to phone or video conferencing appointments, drop-in counseling was converted to Qless phone appointments, express counseling was converted to video conferencing, and all counseling courses were converted to distance education format.

Other services that were converted to an online format were:

- Student Success Workshops
- Welcome Week—a virtual kickoff for new students and their parents
- Transferpalooza—an event to help students with their transfer applications
- SMC College & Career Fair

- Back to Success—counseling intervention for students on probation ([IIC3 03 Student Services Calendar Spring 2021](#)).

Additionally, the Admissions and Counseling departments have converted nearly 20 of their forms to Dynamic Forms which allows students to submit key documents online. These forms guide students through the steps required to complete a form and are responsive to user inputs. This allows students to receive support regardless of their location. Students are also able to see the progress of their forms in real-time ([IIC3 04 Admissions Dynamic Forms Website](#)).

On top of the services that were offered remotely, the College made a concerted effort to provide students with the means necessary to succeed remotely. Chromebooks were distributed to students who lacked the technology at home and wifi access was offered at one of the satellite campuses. ([IIC3 05 ChromebookProject Website](#); [IIC3 06 Student Tech Resources Website](#)).

New Student Equitable Onboarding Efforts

To provide equitable services to all students from the onset of their educational journey at the College, the College provides essential onboarding services and information online. After applying for admission, all first-time college, credential-seeking students are required to complete an online orientation, accessible 24 hours a day, outlining information they will need to successfully matriculate to the College.

Updates to the new student online orientation from the previous report include launching the orientation on a new platform fall 2018 and no longer using outdated flash technology. The current online orientation is user-friendly on a mobile device, whereas the previous version was not as compatible and had a significant load time. Orientation language was changed to more student-friendly wording and includes more photos with Black & Latinx student, faculty, and staff representation ([IIC3 08 SMC Orientation Website](#)). Specific-population orientations were created for F1 international students and for non-credit workforce development students.

Driven by campus-wide redesign initiatives, an Orientation Redesign team examined new student orientation offerings for racially marginalized students. SMConnections is another optional orientation program created with Black & Latinx and First-Generation students in mind. SMConnections is distinct from Orientation+ in that the focus is less on enrollment and more on new students building peer-to-peer relationships to foster additional interaction, with all program activities being led by current SMC students ([IIC3 10 SMConnections Website](#)).

Continuing Student Equitable Services

Santa Monica College offers comprehensive student support services to ensure that all enrolled students have access to the information they need. All these services are available online to address the needs of all students. There are also key activities such as Counseling and Academic Support that target special student populations that the College provides to ensure equitable access to all students ([IIC3 11 Welcome Center Cafe](#); [IIC3 12 Student Needs and Experience Survey](#)).

In 2019, SMC opened a new Student Services Building in which the majority of student service

support programs are now housed ([IIC3 13 SSB Image](#)). This has facilitated and enhanced the equitable access and delivery of services by providing one place where students can physically go to access most resources. In addition to being physically centralized together, the Student Services Building has created a one-stop-shop environment that has improved the way counseling services collaborate across programs, and thus, better support students. Additionally, student services now have consistent and expanded hours across all areas. With Guided Pathways in mind, the Career Services Center was relocated to the first floor in an effort to front-load the career exploration process for students. In light of this new configuration, the number of students served in each counseling area has increased.

Additional services were required for some student populations that experience a gap in equity outcomes. The following special programs provide services both virtually and on ground.

- The Veterans Resource Center (VRC) helps veterans and their families to transition from “boots to books” ([IIC3 14 VRC 2021 Student Survey](#))
- Guardian Scholars serves current and former foster youth
- The Adelante Program/Latino Center is designed to serve students of Latino heritage. It is one of the few programs on campus which offers services in more than one language.
- The Black Collegians Program for African American and other Black students ([IIC3 15 BC Survey](#))
- The Pico Partnership, with funding from the City of Santa Monica, provides academic and student support for low-income Santa Monica College students who live near SMC ([IIC3 16 PicoPartnership Survey](#))
- Expanded Opportunities Programs and Services (EOPS) supports nearly 1,000 low-income students each year ([IIC3 17 EOPSCARE Survey](#))
- The Center for Students with Disabilities serves approximately 1,800 students. ([IIC3 18 DSPS Student Survey](#); [IIC3 19 DSPS Faculty Staff Survey](#))

Based on student need and to close equity gaps, two new counseling programs were developed. The DREAM Program provides support services to undocumented students. The program sets to increase personal growth, development, and retention of DREAM students through academic, career, and personal counseling. They assist in connecting students with financial resources by assisting students in applying for the California Dream Act/Financial Aid and scholarships. The program also provides workshops relative to undocumented students and their families ([IIC3 20 Dream Website](#); [IIC 21 Dream Survey](#); [IIC3 22 GPS Website](#)).

RISING (Re-entering Incarcerated and System Impacted Navigating Greatness) is the second program and provides support services to formerly incarcerated and system impacted students enrolling at Santa Monica College. The RISING Program is committed to empowering students with the successful transition into college after incarceration. RISING supports the enrollment, retention, graduation, and transfer of system impacted and formerly incarcerated students and aims to support the academic, social, and emotional well-being of participants by providing services that are focused on access, equity and inclusion ([IIC3 23 RISING Website](#)).

The College has also employed other support services to help provide wrap-around services to

ensure equitable access to students.

Gateway to Persistence and Success (GPS) is an early alert online platform to support student success and retention. It serves to provide students with academic interventions when instructional faculty raise concerns. Counselors contact students to discuss the challenges they are facing and discuss ways to overcome them. One of the biggest challenges students encounter is lack of technology. Faculty can make referrals through GPS to provide students with access to a Chromebook ([IIC3 24 GPS Infographic](#)).

Peer Navigators are student leaders who provide one-on-one support and direction about college life inside and outside of the classroom. Peer Navigators connect with first-year students within the same Area of Interest, making them uniquely equipped to share their knowledge and serve as role models, allies, and advocates for first-year students ([IIC3 25 PeerNavigator Website](#)). Peer Navigators communicate and engage with students through the Discord platform.

SMC GO app is the official app of Santa Monica College. Students can sign-up to channels for different counseling programs and student populations where they receive announcements and information to support their success. ([IIC3 27 SMCGOapp Website](#)).

Analysis and Evaluation

The College meets this standard by providing a variety of services offered via different modalities and locations to ensure equitable access to all students.

Additional analysis of data further supports the effectiveness of these services. Special programs were created to address the needs of our varied student populations. Those Special programs survey their students annually to assess that student needs are being met. In seeing that there was a student population that wasn't having their needs met, the college developed two new counseling programs: Dream program and RISING program.

Starting in March 2020, the College converted all of their services online to best reach all our students, regardless of on-ground services availability. As things continue to get back to normal from the start of the pandemic and more on-ground services are becoming accessible again, the College remains dedicated to assisting all students, regardless of learning modality, which is why we plan to continue offering hybrid services to best serve our students.

Based on analysis of the evidence, Santa Monica College is meeting this standard and will continue to evaluate the effectiveness of, and implement improvements for, both on-ground and online counseling services based on those evaluations.

Recommendations

Develop orientations for dual-enrollment high school students and SMC Promise recipients.

C.4 Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The College understands the value provided by co-curricular and athletic programs to enhance the overall student experience. As such, these programs support the institution’s Mission to promote the development and understanding of the student’s relationship to a diverse, social, cultural, political, economic, technological, and natural environment.

Through student-led organizations, internships, and athletic teams, the College provides the structure and support, including financial controls, but allows students to take the lead and drive the co-curricular learning process. Through large-scale institutional and cultural events such as Earth Week, Persian New Year, Club Row, and Sukkot, students facilitate the engagement of the entire college community. These events provide students with the opportunity to connect principles that they are learning in the classroom to the real-world environment, which enlivens the curriculum and allows for deeper learning that is relevant and connected to individual experiences, specifically related to ILO #5 regarding authentic engagement.

The following list provides an overview of some of the College’s co-curricular activities:

- The Office of Student Life oversees various co-curricular programs that foster student engagement and leadership for our diverse student body ([IIC4_01_OfficeofStudentLife](#))
- The Associated Students (AS) is Santa Monica College’s student government, which provides opportunities for students to participate in leadership activism ([IIC4_02_AssociatedStudents](#); [IIC4_2a_TBD_ASBoardofDirectors](#))
 - AS representatives serve on college wide planning and advisory committees. The Associated Students’ budget, expenditure of funds, and investment management fall under the purview of Auxiliary Services, which also provides AS officers training in budget management and fiscal responsibility
- The Inter-Club Council is part of the AS and oversees the nearly 70 student clubs and organizations on campus ([IIC4_03_InterClubCouncil](#); [IIC4_04_Clubs](#))
- The Civic Engagement programs provide students with information on important dates, voter registration and voting information, student opportunities, general resources, and non-voter resources ([IIC4_05_CivicEngagement](#))
- First Generation initiatives provides SMC students, staff, and faculty a way to connect around experiences and resources to succeed as a first-generation college student ([IIC4_06_FirstGenerationInitiatives](#))

The Peer Navigator Program is a peer-to-peer mentorship program for first year students at Santa Monica College ([IIC4_12_PeerNavigatorProgram](#)). As an equity-first program, this program places the experiences and needs of Latinx and African American students at the

forefront. The goal is to support students during their transition to college, from navigating new technology to finding clubs and special programs that align with their interests. Latinx and African American students are connected with Peer Navigators within their shared Area of Interest ([IIC4 13 AreasofInterest](#)).

The Ambassadors Program is designed to engage students in conscious leadership within the essential area of the College's outreach, recruitment and successful onboarding of new students ([IIC4 14 AmbassadorsProgram](#); [IIC4 15 Ambassador Application](#)).

The Study Abroad Program provides students the opportunity to live and learn about a different culture while earning academic credit for courses taught abroad by the College's faculty and participating in service-learning projects. All trips were cancelled in the spring 2020 semester due to the COVID pandemic and will resume when it is prudent ([IIC4 16 StudyAbroad Program](#); [IIC4 17 StudyAbroadCOVID](#); [IIC4 18 Global Citizenship](#)).

The Dale Ride Internships ([IIC4 19 Dale Ride Internships](#)) provide students the opportunity to participate in the legislative, political, and administrative processes of governmental or public service agencies, typically in Washington, DC. This program is funded and managed by the Santa Monica College Foundation.

One of the many services offered by the Career Services Center (CSC) ([IIC4 20 Career Services Center](#)) is the opportunity for students to participate in Cooperative Work Experiences. These take the form of Internships and Service Learning. All members of the CSC work within the 7 Areas of Interest (AOI).

Internships ([IIC4 21 Internship Program](#)) provide students with the opportunity to gain work experiences related to their college major or potential careers for academic credit. Internships may be taken within a department or through the Career Services Center. Additionally, Service Learning ([IIC4 22 Service Learning Program](#)) integrates students in-class activities with community service experiences ([IIC4 23 CEUS](#)).

Santa Monica College Intercollegiate Athletics ([IIC4 24 Athletics](#)) provides the opportunity for student-athletes to achieve personal excellence in both academics and athletics. The Department is committed to a competitive program that serves the interest of the student body and encompasses the ethical values and educational philosophy of the institution. Through programs that are competitive at the conference, regional, and state levels, the Athletic Department exemplifies SMC's commitment to excellence and brings positive recognition to both the institution and the community. The SMC Athletic department consists of 18 sports teams, including 10 women's sports teams and 8 men's sport teams. The Athletics Department function under the standards set forth and are members of the California Community College Athletic Association (CCCCAA), Western State Conference (WSC), and the Southern California Football Association (SFCA). The Athletic Department adheres to and abides by the written constitution and bylaws of these groups as well as other outside groups like the NCAA, NAIA, FIFA and the federal government. The College's Athletics Department is managed by the Division of Student Affairs and is supported by both a District and an Auxiliary Services budget that provides each sport with its own sub-account. These funds are managed by the team

coach in consultation with the Athletic Director. Additionally, Santa Monica College is fully compliant with federal and state gender equity laws pertaining to equitable gender participation opportunities ([IIC4 25 AthleticTeams](#)).

In addition to these co-curricular offerings, the College is proud of its many programs that enable students to participate in activities that provide hands-on training and/or the opportunity to perform in front of a live audience as well as learn about other cultures. Such programs include the College's award-winning newspaper, the Corsair ([IIC4 26 Corsair Newspaper](#)), and the College's performance co-curricular programs, which include the Theatre Arts Department's productions ([IIC4 27 TheaterArtsDepartment](#)), the Global Motion and Synapse ([IIC4 28 GlobalMotionandSynapse](#)), and the Music Department's performance ensembles ([IIC4 29 MusicDepartmentPerformances](#)). These programs are coordinated by the faculty in the department in which they reside, reviewed as part of each department's program review, and are financially self-sustaining through ticket sales and other revenue streams, all of which are managed through the College's Auxiliary Services.

Analysis and Evaluation

The College meets this standard through its understanding and offering of co-curricular opportunities to enhance the student experience. In response to the mounting evidence in research literature that suggests the positive impact of co-curricular experiences on students' academic, career, and life goals, the College devotes a significant amount of time, support, and resources to design, develop, and enhance effective co-curricular opportunities for students.

Co-curricular programs offered for credit, such as Study Abroad, Service Learning, and performance-related productions are evaluated regularly under the corresponding programs' regular program review cycle. Budgets for these programs are developed as part of the College's normal budget planning cycle and are managed through the College's established fiscal policies and procedures. The College exercises fiscal control for co-curricular programs by adhering to college policies and administrative regulations. For example, the Associate Dean of Student Life is responsible for authorizing expenditures and ensuring that they are tied to the College's Mission. All requests for expenditures and disbursements are made through the College's Auxiliary Services, a function which is audited annually.

C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The Counseling Department provides twenty-two unique student support programs and

services [IIC5 01 How to Connect with a Counselor](#) which ensure that students receive timely and accurate information essential to each student's educational goal(s). The department consists of 34 full-time academic counselors and 123 part-time academic counselors, who either counsel, teach counseling courses, or do a combination of both.

Specialized counseling programs, documented on the SMC website under Counseling/Programs, address a myriad of student needs including, but not limited to the following:

- Culturally responsive programs geared towards Black/African American and Latinx students
- Those facing financial and economic barriers
- Physical and learning disabilities
- Childcare concerns
- STEM-focused student resources
- Student Veterans' resources
- International education resources
- Undocumented student resources
- Previously incarcerated resources

Additional services provided by these special programs include book vouchers, grants, scholarships, tutoring, priority enrollment, access to specialized courses, and childcare services. Students with disabilities have access to a variety of accommodations provided through the Disabled Students Programs and Services ([IIC5 02 DSPS](#)) where specialized tutoring and other ongoing services are available.

Since the advent of the Covid-19 pandemic, The SMC Counseling department has expanded online and virtual services exponentially ([IIC5 03 Access to Counseling Services](#)). Presently, students can access online, video and telephone counseling services. Qless is the virtual queuing program that is used to assist students on a drop-in basis with time-critical counseling issues ([IIC5 04 Qless](#)). All counseling services, including services previously offered only in-person pre-pandemic are now available online. The department resumed some limited, in-person counseling services for Spring 2022.

Counseling and Academic Advising Programs Support Student Development and Success

The SMC Counseling Department regularly assesses student needs and adapts proactively so that student success outcomes and services are continually improved. Since pivoting to virtual and online services exclusively as of March 2020 due to the pandemic, the department has experienced more counselor-student contacts per year.

Additional examples of how student development and success are supported include:

- All new and first-year students receive the recommendation to enroll in Counseling 20 (Student Success Seminar) and/or Counseling 12 (Exploring Careers and College Majors) ([IIC5 05 SMC 2021-22 Catalog Course Descriptions](#))

- MyEdPlan, the SMC online interactive educational planner, is available to both students and counselors, enabling users to map out all necessary requirements for educational goal obtainment, with counselor input and correction as needed ([IIC5_06 MyEdPlan Page](#))
- Since Spring 2020, the college has launched an all-inclusive support network of students, instructors, counseling faculty and staff, called GPS, SMC's name for Starfish ([IIC5_07 Gateway to Persistence and Success](#)). This program enables instructors to send kudos to students, raise flags when concerns arise and refer students to Counseling and other services for proactive intervention as needed
- As of Fall 2021, the first student-facing "Program Mapper" program was launched, which provides students with all available degree and transfer program course requirements sequentially listed and grouped according to one of the seven established SMC Areas of Interests (AOI) Communities ([IIC5_08 Program Maps](#))
- Counseling Clusters for Business, Health & Wellness and STEM AOIs, which involves specifically trained counselors on all program options within each AOI

The College has developed many programs that target specific populations to strengthen student development and success, including the following:

- VIP Welcome Day targets first-time freshmen, provides a variety of workshops that are essential to understanding college processes, programs and services ([IIC5_10 VIP Welcome Week](#))
- Camino al Exito, sponsored by the Latino Center, is for Latinx students who are first-time college students ([IIC5_11 Camino al Exito](#))
- Transitions, sponsored by the Black Collegians Program, is for Black/African-American students who are first-time college students ([IIC5_12 Transitions Summer Program](#))
- Pico Partnership, a program which serves under-resourced youth living in close proximity to the college ([IIC5_13 Pico Partnership](#)), includes a summer program to help students transition to college.
- EOPS offers several orientation sessions each fall and spring semester for new program participants that focus on EOPS services and advisement on how to be successful in college ([IIC5_14 EOPS](#))
- The DREAM Program offers an "Undocu-Orientation" each fall and spring semester for undocumented students and their families ([IIC5_15 DREAM Program](#)).

Training and Preparation for SMC Counselors

Regular training for SMC counselors is provided to the entire counseling staff in conjunction with bi-monthly department meetings, during which counselors are informed of changes to certificate/degree and transfer requirements. In addition, special intensive trainings are offered throughout the academic year on academic policies and procedures for full time and part time counselors to best serve students. Trainings are also recorded to provide access to all Counselors in the Department. Since equity-minded practice is a top priority of the Counseling Department, Area of Interest counselors in the Business, STEM and Health and Wellness Areas of Interest have recently engaged in specialized equity-based discussions/trainings with the Radicle Roots Collective Organization ([IIC5_15 TBD Radicle Root Collective](#)) in order to provide a community that best serves our Black/African-American and Latinx populations.

The Department plans to expand capacity in equity-minded counseling practice for all counselors.

Faculty from the academic programs are also periodically invited to the meetings to provide up-to-date information about their departments. Further training on topics that require more in-depth discussion is provided by a particular program or department at the fall and spring semester professional development meetings. Critical to maintaining high quality counseling services is the regular evaluation of counseling faculty, utilizing an evaluation format specific to counseling.

New Student Orientations and Other Academic Requirements

The college provides Information about academic requirements as they relate to graduation and transfer goals to students in a variety of regular and timely ways, including the following:

- All new, first-time students must complete a mandatory online orientation, or they can participate in one of the virtual “live” sessions offered in the summers or winters ([IIC5 17 Orientation](#))
- The Counseling Department provides maximum accessibility to counselors, providing drop-in services during peak enrollment and university application periods. Counseling appointments are also available throughout the year in all Counseling locations ([IC5 18 Counseling Hours of Operation](#))
- Comprehensive Student Educational Plans ([IIC5 19 Ed Planning Process](#))
- The Transfer Center and Articulation Website provides detailed information on requirements for certificates of achievement, associates degrees, transfer, and existing articulation agreements ([IIC5 20 Articulation](#))
- Over 100 Transfer-Focused workshops are integrated into all counseling programs throughout the academic year so that students begin preparing for transfer as they enter the College ([IIC5 21 Transfer Services](#))
- Two college fairs are coordinated each year, attended by more than 150 colleges ([IIC5 22 College Fair](#))
- The department also coordinates visits by recruiters from California’s public and private institutions, as well as out-of-state and international four-year colleges and universities ([IIC5 23 School Visits Schedule](#))
- A weekly transfer bulletin is emailed to all Counselors and over 12,000 transfer-ready students to advertise transfer-related events ([IIC5 24 Weekly SMC Transfer Bulletin](#))
- Email campaigns, social media and Learning Management System (LMS) are used to target special student populations regarding transfer opportunities.
- Classroom, club/organizations and special program presentations are conducted by the transfer center faculty lead and the completion counselor throughout the academic year to increase transfer awareness.

Analysis and Evaluation

The College meets this standard by providing an extensive number of counseling programs/services, which more than adequately support student development and success, including online/virtual counseling services. Access to these programs is actively and regularly promoted and students are consistently encouraged to participate in counseling—and they do.

The effect of counseling services on student persistence and retention cannot be understated. Recent research from the SMC IR office (Fall 2019 research) informs us that the rate of persistence of students who participate in Counseling Services is 35% higher than students who do not participate in Counseling. Moreover, the comparative rate of Fall-to-Fall persistence is even higher for Black/African-American students (36%) who participate in Counseling Services versus Black/African-American students who do not participate (14%). Latinx students persist from Fall to Fall at a 33.5% higher rate when participating in Counseling versus those who do not ([IIC5 25 Fall-to-Fall Persistence in Counseling Programs](#)).

The input and guidance provided by Counselors in the educational planning process is also indisputably impactful; Fall-to-Fall persistence level of first-time freshmen who have counselor-approved educational plans on file is 18.6% higher than those in the same cohort who do not have counselor-approved educational plans on file ([IIC5 26 Counselor Approved vs. Non-Approved Ed Plans](#)).

The Counseling Department strictly adheres to the state-established minimum qualifications for the discipline. Counseling faculty are thoroughly prepared, continually trained and regularly evaluated, so that the advising function at the College is expertly conducted.

The College ensures, through copious online and on-ground counseling services, that students have regular, ongoing access to the most up-to-date information related to academic programs of study, and information about transfer fairs, workshops, and representative visits. As a result of these efforts, over 132,000 student counselor contacts were recorded in the most recent fiscal year, 2020-21 ([IIC5 27 2020-21 Overall Student-Counselor Contact Report](#)).

Based on an analysis of the evidence, Santa Monica College meets this standard and will continue to monitor its progress. Despite the Pandemic, the SMC Counseling Department has very successfully continued with all existing events, workshops and services and even significantly expanded access for all students.

C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

As part of the California Community College system, Santa Monica College has an “open door policy” that allows anyone 18 years of age or older or who has a high school diploma (or equivalent) to enroll in the College, which also admits high school (and other young students), when appropriate, through the concurrent enrollment and dual enrollment programs ([IIC6 01 Concurrent Enrollment Admission](#)). International students with F1 and F2 status visas are also admitted. These admissions policies are consistent with state and federal

regulations, as outlined in California’s Education Code and Code of Regulations, Title 5. International students are also admitted to the College ([IIC6 02 AR 5010 Admission Eligibility](#)).

Consistent with its Mission Statement, the College provides open and affordable access to high-quality degrees and certificates and participates in partnerships with other colleges/universities to facilitate access to baccalaureate and higher degrees ([IIC6 03 Degrees and Certificates](#)). College programs and services help students develop the skills needed to succeed in college, prepare for careers and transfer, and nurture a lifetime commitment to learning. Degree and certificate attainment has increased substantially as noted below.

After applying for admission, students are asked to complete the online college orientation, the Math and English placement process, and an educational plan in MyEdPlan pertinent to their goals ([IIC6 04 Admissions Tasks Email](#); [IIC6 05 Placement](#); [IIC6 06 Online New Student](#)).

Upon admission, all first-time college, credential-seeking students are required to complete an online orientation accessible 24 hours a day, outlining information they will need to successfully matriculate to Santa Monica College.

Population-specific orientations were created for F1 international students, Noncredit ESL and short-term career education students. Orientations for dual-enrollment high school students and SMC Promise recipients are also in development.

As an extension of the mandatory online orientation, Orientation+ was created April 2021 as a group-forum webinar series students can optionally attend to review the mechanics of the enrollment process and have questions answered live with counseling staff ([IIC6 07 Orientation+](#)).

MyEdPlan is an award-winning online, interactive, wizard-driven student education planning program designed for students and counselors. MyEdPlan integrates a degree audit tool that provides progress checks on program/goals completion ([IIC6 08 MyEdPlan Summary](#)). Students and counselors may create abbreviated one or two terms plans or comprehensive plans consisting of 3 or more terms. Students who create an “ed plan” on their own may submit it through the application for counselor review, feedback, and approval. The most recent study conducted by Institutional Research on education planning identified that that 94% of first-time college students entering SMC had an education plan on file by the end of their first term, and over 80% had a counselor-approved plan ([IIC6 09 Ed-Plan Research Brief](#)).

To determine the eligibility of previous college coursework, counselors use the Transcript Evaluation Request (TER), Preliminary Evaluation Request, course catalogs, MyCAP, Course Articulation Program, and consultation with the Articulation Officer ([IIC6 10 TER System](#); [IIC6 11 Preliminary Evaluation Request](#); [IIC6 12 MyCAP Course Articulation Program](#)). Information is entered into the electronic “Degree Audit” system ([IIC6 13 Degree Audit Checking System](#)), which is linked to the MyEdPlan system for accuracy.

Counseling, Areas of Interest, and Program Maps

In 2018, a college-wide effort, including Instructional Faculty, Counseling Faculty, Administrators, Students and Classified Staff, led to the development of Areas of Interest consisting of Academic and Career Paths (i.e., programs) ([IIC6 14 Areas of Interest](#)). These Areas of Interest were based on commonalities including similar career and transfer options, shared methodologies and content, as well as a common “math path.” An intentional decision was made to integrate career technical education, workforce preparation, noncredit and credit certificates, associate degrees and transfer-focused programs within each Area of Interest. Counseling Clusters are being developed to serve as a resource and support for students within each Area of Interest.

Mapping Teams, consisting of faculty of the program, a counselor, a curriculum committee member, and a student, allowed for the sequencing of all necessary courses in an effective and efficient order. Maps identify appropriate “Gateway Courses”, Program Requirements, Restricted Electives of the Program, General Education courses, and Electives ([IIC6 15 Program Maps by AOI Example](#)). Additionally, the maps identify which courses might be appropriate for completion in our compressed “intersessions” and which courses are available to complete online.

Program maps serve as a critical baseline tool for Counseling faculty when developing individualized educational plans with students, allowing this process to be more meaningful and intentional. They also help bring clarity to program completion timelines, hopefully increasing completion rates. Maps also serve to create transparency between instructional faculty and counseling faculty when it comes to sequencing program requirements for greater student success, especially when pre-requisites and/or advisories may not exist. All Program Maps were built into the curriculum approval process for accuracy and transparency, prior to publishing.

The Program Maps are published on the public website on multiple webpages accessible to current and prospective students, instructional and counseling faculty, and staff and administrators.

Santa Monica College is renowned across California Community Colleges for having one of the largest number of counselors to advise students. The student to Counselor ratio, including Counseling courses, is 296 to 1. While pre-pandemic counseling was limited to in person and by email, the Counseling Department quickly adapted at the onset of the pandemic to expand its services remotely. New modalities for meeting with students were adopted, including Zoom video meetings, a phone call-back through QLess, and lastly, through embedded chat interfaces on various counseling program webpages. A centralized “How to Connect with a Counselor” webpage was created to provide information to students on how to meet with a counselor in General Counseling and Transfer Services, and in 21 special programs ([IIC6 16 Connect with a Counselor](#)). Degree and certificate completion is infused into the very fabric of counseling at SMC, to allow students the opportunity to leave SMC with a tangible degree, expand their opportunities for internships, research opportunities and employment, as well as providing guaranteed transfer opportunities at the CSUs through its Associate Degrees for Transfer (ADTs).

Analysis and Evaluation

Santa Monica College meets this standard with defined and outlined policies on the admission of students. These are published in the College Catalog and on the Admissions webpage. Upon admission, students are informed of their “admissions tasks” that include the completion of an online college orientation, course placement process in math and English, education plan completion by meeting with a counselor or through MyEdPlan. Counselors meet with students to assist them develop education plans, inform them on pathways leading to the completion of degrees, certificates, and transfer goals. Counselors evaluate external coursework and integrate affirmative decisions in the student’s degree audit to track goal progression. Counselors have been involved in the creation of program maps and they use these as part of education planning, ensuring students have clear pathways toward goal completion. Special Programs counselors such as those in the Scholars Program routinely conduct degree audits on their student members to track progress and facilitate education planning. These efforts, along with those performed by academic records evaluators in Admissions and Records have resulted in a significant rise in degree and certificate attainment at the College, particularly among Black and Latinx students.

C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

As an open-access institution, Santa Monica College does not impose testing requirements as a condition of admission. The College admits any student who has the capacity and motivation to benefit from higher education, who has earned a high school diploma or its equivalent, or who is at least 18 years of age. The College also admits students interested in participating in its high school concurrent enrollment or dual enrollment programs. These admissions policies available to students in the catalog ([IIC7_01_21-22-SMccatalog-Admission-Policy](#)) comply with California Education Code and Code of Regulations, Title 5, and with federal regulations.

Santa Monica College complies with Assembly Bill 705 (AB 705) that requires California community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year time frame, and for students starting with English as a Second Language instruction, within three years. AB 705 also requires the use of one or more of the following: high school coursework, high school grades, and high school grade point average, or guided self-placement. Students place in English and mathematics at SMC using self-reported information collected via CCCApply (admission application) and/or SMC’s student portal Corsair Connect ([IIC7_02_AB_705_District_Adoption_Plan_June_2019](#)). Students who do not have self-reported measures on file or attended high school outside the United States must complete a guided self-placement process in Corsair Connect ([IIC7_03_AB705_GSP_Method_June_2019_English&Math](#); [IIC7_04_ESL_Adoption_Plan](#)). Until the onset of AB 705, Santa Monica College used ACCUPLACER and COMPASS to place students in English, math, and ESL classes. Per AB 1805, SMC informs students of their right to access transfer-level coursework, and reports

placement policies and results to the Chancellor's Office ([IIC7 05 AB1805 Reporting Template Final 7-6-21](#)) and posts it publicly on the College's Success and Engagement Center website ([IIC7 06 AB705 Placement Statistics SEC Webpage](#)).

In collaboration with the appropriate department chair and the Success and Engagement Center Supervisor, the Institutional Research Office evaluates the performance of placement methods, such as consequential validity studies, every six years to ensure that students are appropriately placed. The most recent study for English and math placement showed that a higher percentage of students placed directly into college-level coursework had increased throughput at higher rates in contrast to the placement testing methods used prior to AB 705 ([IIC7 07 Final AB 705 Validation Template 12-7-20](#); [IIC7 08 Math&English Consequential Validity Tables 1-5-21](#)). Sample sizes were too small when data was disaggregated by race/ethnicity to conduct disproportionate impact analyses, and Institutional Research determined that the study's findings were inconclusive. Thus, the study will be repeated in Summer 2022 after grades for fall 2021 and spring 2022 are available.

SMC uses the California Chemistry Diagnostic Test (CCDT) as a "challenge exam" to allow students who "pass" the opportunity to enter directly into Chemistry 11 (General Chemistry 1), thereby bypassing Chemistry 10 (Introductory General Chemistry). Previous studies have noted that Latinx and African American students are disproportionately impacted, based on the number of students in these groups who pass the exam, compared to white students. As a result, the Chemistry Department implemented support tools to help reduce the disproportionate impact (DI); for example, providing study materials on the department's and the Success and Engagement Center's websites so students can better prepare for the exam. An evaluation completed by SMC Institutional Research in fall 2020 showed that DI was still present after these measures were implemented ([IIC7 09 CCDT Disproportionate Impact 2015-2020](#)). As a result, the department came up with a new approach to help reduce DI in the exam. In addition to the chemistry questions in the CCDT, students are asked about chemistry and math classes they have taken in high school. Students' answers to these multiple measures questions are used by department faculty, along with a rubric, to determine students' preparedness for Chemistry 11 (General Chemistry 1). The rubric was first used in fall 2021. Since the new measure was just implemented, it is too early to tell whether it has helped reduce DI. However, we note that two students who took the CCDT and failed (scored below a threshold score), went on to enroll and complete Chemistry 11 as a result of their answers to the multiple measures questions and use of the rubric. The Chemistry Department will work with Institutional Research to assess disproportionate impact and success rates in Chemistry 11 once a large enough dataset is established.

Analysis and Evaluation

Santa Monica College meets this standard by admitting all eligible students consistent with College policies and in compliance with California Education Code and Title 5. It regularly evaluates assessment and placement instruments and practices and has adopted AB 705 to maximize the probability that students complete transfer-level English and math within one year, and for ESL, within three years when starting in credit ESL courses.

C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

SMC maintains student records in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974, California Education Code and Code of Regulations, Title 5, and Board Policy 3310 – Records Retention and Destruction ([IIC8_01_BP-3310-Records-Retention-and-Destruction](#)). Class 1 records, retained permanently, are most often generated electronically in the College’s Integrated Student Information System (WebISIS). Those generated via paper form are scanned and indexed into a secure and confidential document imaging system only accessible by Admissions and Records personnel and other authorized users. Records created by other student services areas, including Psychological Services, Disabled Students Programs and Services, CalWORKs, the Health Services Center, Student Judicial Affairs, and others, follow protocols on record retention required by industry practices and Board policies and Administrative Regulations. Custodians of Records, method and location for archiving student records are noted in AR 5040.4 ([IIC8_02_AR-5040-4-Types-Locations-and-Custodian-of-Education-Records](#)). Older academic records for students who entered SMC prior to fall 1984 are available in hard copy and are stored in a vault protected by a halon fire extinguishing system. A variety of technologies are and have been used at SMC to securely back-up student records and to reconstruct transcripts when needed (e.g., microfiche, magnetic tape, CD-ROM, computer imaging). Class 2 and Class 3 records, which are no longer required by Title 5 to be physically retained, are imaged and indexed as required, and destroyed after the Board of Trustees authorizes it.

The Information Technology department performs full backups of systems each week, including the student information (WebISIS) and document imaging systems (e.g., WebXtender). In addition, daily incremental backups are performed. These backups are briefly (less than 24 hours) stored on campus before being electronically sent offsite to a secured location and are accessible via the cloud.

The Dean of Enrollment Services approves access to student data and records to individuals and departments on an as-needed basis, consistent with AR 4135, Compliance with the Family Educational Rights and Privacy Act (FERPA) ([IIC8_03_AR-4135-Student-Records](#)). Access to levels of student records information is governed by security grouping pertinent to the employee’s responsibilities. Security groupings are managed by the Information Technology department and access to records is audited. To improve security, the Information Technology department requires the use of a one-time passcode every time an employee accesses the student information system. All employees requiring access to student records must complete a FERPA training ([IIC8_04_FERPA_Training](#)) during employee onboarding or when access to records is sought. When employees separate from the College or are away for extended periods

of time (as in the case of limited-term employees), access is suspended or disabled.

Students may access education records like transcripts via their portal, Corsair Connect, and may optionally request review and challenge the content of education records maintained by the SMC ([IIC8 05 Annual Student Privacy Notice](#)). Students may also authorize the release of records such as academic transcripts to parties of their choosing by submitting an electronic request on the Admissions and Records webpage ([IIC8 06 Transcripts](#)). Access to the portal is secure and requires the use of a username and password maintained by the student. Students may reset their own passwords via the use of a one-time-passcode generated by the system that is either emailed or sent by text message. In some instances, students must provide positive answers to questions they previously answered when they initially activated their student accounts. Passwords are encrypted and staff members do not have access to these passwords.

SMC publishes and follows established policies that govern the release of student records. Students may ask at the time of application or at any time thereafter that their records be confidential, thus preventing the release of directory information to external parties. FERPA flags (internally called “holds” are displayed in the student information system to remind staff to safeguard student privacy. A Student Rights Privacy notice is published annually in the college catalog ([IIC8 7 Annual Student Privacy Notice](#)) and is also available on the Admissions Office’s FERPA website ([IIC8 8 FERPA Training](#)) to help the college community better understand the rules governing student records, security, and policies related to the appropriate release of student information.

Analysis and Evaluation

Santa Monica College is meeting this standard through the implementation of policies and procedures that ensure secured authorized access to student records for users with a legitimate educational interest. Student records are maintained in SMC’s student information system and in various imaging technologies that are routinely backed-up.

Conclusions on Standard II.C. Student Support Services

Santa Monica College meets the requirements of Standard 2C by providing an array of Student Support Services that address the academic, basic needs, and social justice needs of our student population. The college continues to monitor and evaluate our services to ensure that our students are successful. Equity is the foundation for which our services are built and evaluated.

The impact of COVID-19 has forced the college to evaluate the expansion of online services and implement new services and resources to better meet both our students' academic and basic needs.

Standard IIIA Human Resources

Introduction

Santa Monica College's faculty and staff are the driving force for innovations, activities, and accomplishments that help the College achieve its Mission. The dedication, commitment, and creativity of its human resources allow the College to establish and maintain exceptional programs and services that foster student success. The Santa Monica Community College District is one of five districts in the California Community Colleges system that have a two-pronged human resources structure, consisting of a District Human Resources Office and a Personnel Commission ([IIIA1 1 HRandPC chart](#)). The Office of Human Resources (HR) is responsible for overseeing the recruitment and hiring of academic personnel (both faculty and academic administrators), benefits, equal employment opportunity, select employment matters, all evaluation processes for management and classified personnel, and professional development of all employees. HR also has responsibility for labor relations/negotiations and contract administration. The Personnel Commission Office is responsible for implementing the District's Merit System, which includes a set of Merit Rules that govern the classification, recruitment, and selection of classified employees; promotional opportunities for classified employees; and other matters related to merit and the principle of "like pay for like work." While Personnel Commission staff are District employees, the office itself is under the purview of the five-member Personnel Commission and is not governed by the District.

Santa Monica College adheres to hiring practices that ensure the District provides comprehensive services, complies with all federal, state, and local laws related to employment practices, and ensures adherence to the provisions of the District's collective bargaining agreements.

A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position

duties, responsibilities, and authority.

Evidence of Meeting the Standard

Santa Monica College has hiring processes that have a foundation of (1) selecting highly qualified individuals who have the appropriate education, training, and experience to provide and support the College's programs and services and (2) ensuring equal opportunity among all qualified individuals interested in employment at the College.

The College's administrative regulations, specifically AR 3420: Equal Employment Opportunity ([IIIA1 2 AR3420 EEO](#)), as well as the Equal Employment Opportunity Plan ([IIIA1 3 EEO Plan](#)) outline the processes and guidelines to be followed for fair and equitable hiring of qualified candidates.

Key to the hiring process for all employee groups is an understanding of each position's minimum qualifications, including education, experience, and requisite skills, knowledge and abilities, as well as essential functions, duties and responsibilities of the position. Subject matter experts—working either with Human Resources professionals (for faculty and administrator position recruitments) or the Personnel Commission (for classified recruitments)—define these qualifications. Job descriptions are developed based on analyses of essential duties and bona fide minimum job requirements along with the minimum qualifications for all positions.

Minimum qualifications for faculty and administrators follow those established by the California Community Colleges Chancellor's Office ([IIIA1 4 MinQuals](#)). Applicants also have the opportunity to qualify for employment by demonstrating an equivalency to prescribed minimum qualifications. An equivalency could include a combination of education, experience, and/or recognized accomplishments in the area of expertise ([IIIA1 5 EquivalencyStatement](#)). All hiring committee members are required to attend an orientation delivered by Human Resources in which minimum qualifications (or equivalency) and equal opportunity are stressed ([IIIA1 6 OrientationManual](#)).

The Personnel Commission is responsible for conducting studies of classifications for all classified positions on an ongoing basis. Each classification is reviewed at least once every five years per the "Classification System Maintenance" rule 3.2.9 ([IIIA1 7 MR3.2](#)). Classification studies include a review of job duties and required knowledge, skills, and abilities listed on the class description to ensure the information accurately reflects the work currently performed ([IIIA1 8 Cyclical Review Process](#); [IIIA1 9 Ath Kin Equip Specialist](#)).

Internal processes for classified staff hiring and job classification through the Personnel Commission are outlined in the "Rules and Regulations of the Classified Service" ([IIIA1 10 MeritRules](#)) posted on the Personnel Commission website ([IIIA1 11 PersonCommWeb](#)).

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Below are some of the relevant Board Policies and Administrative Regulations:

- BP 7100 Commitment to Diversity ([IIIA1 12 AR 7100](#))
- BP 7210 Academic Employees ([IIIA1 13 BP 7210](#))
- BP 7230 Classified Employees ([IIIA1 14 BP 7230](#))
- BP 7240 Classified Confidential Employees ([IIIA1 15 BP 7240](#))
- BP 7250 Academic Administrators ([IIIA1 16 BP 7250](#))
- BP 7260 Classified Managers ([IIIA1 17 BP 7260](#))
- AR 7120 Hiring FT Faculty 11-2019 ([IIIA1 18 AR 7120](#))
- AR 7212 Temporary Faculty ([IIIA1 19 AR 7212](#))
- AR 7230 Classified Employees ([IIIA1 20 AR 7230](#))
- AR 7250 Academic Administrators ([IIIA1 21 AR 7250](#))

To ensure that all positions are aligned with the mission, goals, and budget of the College, programs and departments seeking new, replacement, or temporary positions use the College's Personnel and Budget Augmentation Request (PBAR) form ([IIIA1 22 PBAR](#)), which specifically requests how the position aligns with the College's vision, mission, goals, and institutional objectives. Additionally, all job descriptions include a requirement that applicants demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, (dis)ability, and ethnic backgrounds of community college students, faculty, and staff ([IIIA1 23 Fac Job](#); [IIIA1 24 Class Job](#)).

Job announcements are created from position descriptions or classifications and are posted on the College's website ([IIIA1 25 Webpage Job Postings](#)) and advertised in numerous sources to secure diverse applicant pools ([IIIA1 26 AdPlacement Sources](#)). Human Resources and the Personnel Commission monitor the effectiveness of the recruitment processes related to the recruiting of qualified applicants from diverse backgrounds ([IIIA1 27 PoolDiversityMonitoring](#)), adjusting as needed. Human Resources and Personnel Commission staff verify the qualifications of applicants and newly hired personnel.

Analysis and Evaluation

SMC meets this standard by adhering to fair and equitable hiring processes rooted in the practice of hiring administrators, faculty, and staff based on the qualifications for the positions as demonstrated by their education, training, experience, and ability to serve a diverse population. The College develops each position with its mission and goals in mind. Procedures are clearly outlined in the College's administrative regulations and help ensure the hiring of highly qualified employees within an equal employment environment that reflects, to the greatest extent possible, the diversity of the College's student population and its local community. Job descriptions accurately reflect position duties, responsibilities, and authority. To best serve our student population, the college is regularly assessing and revising the processes and practices used to better attract qualified and diverse applicants for positions. The college is working toward revising the references requirement in faculty recruiting, in the pursuit of attracting more qualified applicants from diverse backgrounds.

A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Evidence of Meeting the Standard

Santa Monica College employs qualified faculty to meet the instructional and counseling needs of its students. The College adheres to carefully crafted hiring processes in evaluating faculty candidates to ensure that they have appropriate degrees, experience, and expertise, and will contribute to the mission.

Faculty qualifications include knowledge of the subject matter and requisite skills including appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. Equity and diversity statements are also included as are curriculum development and assessment activities ([IIIA2 1 Faculty Posting](#)). In recent years, faculty committees have been more intentional in designing screening/interview questions that not only address the candidate's understanding of and experience working with diverse student populations, but their strategies in addressing equity gaps in the classroom experienced by racially minoritized groups.

At the core of the faculty hiring process is the development of a job description that clearly outlines the necessary qualifications and the expected responsibilities of the position. In developing minimum qualifications, the College adheres to AR 7211: Faculty Service Areas, Minimum Qualifications, and Equivalencies ([IIIA2 2 AR 7211](#)) as well as the minimum qualifications established by the Chancellor's Office ([IIIA2 3 MinQuals](#)). Additionally, the College consults the "Guidance Document for Career Technical Education Minimum Qualifications and Equivalency" when needed ([IIIA2 4 CTE Guidance](#)).

Applicants who do not meet the qualifications outlined in the job description may qualify via the equivalency guidelines. The College has outlined guidelines for determining the equivalencies for minimum qualifications both for disciplines requiring and not requiring a master's degree ([IIIA2 5 Equivalency Statement](#)).

Instructional departments and programs are responsible for developing the job responsibilities, as outlined in AR 7120: Procedure for Hiring Full-Time Contract Faculty ([IIIA2 6 AR 7120](#)). Specifically, the Department Chair and/or Faculty Chair or designee, appropriate area Vice President or designee, and representative(s) from the Office of Human Resources work together to develop clear and complete job descriptions and announcements, including any preferred

qualifications recommended by the faculty for each position. Preferred qualifications include experience and other unique qualifications desired in ideal candidates.

To ensure that applicants selected for an interview have subject matter expertise and requisite skills for the service to be performed (including, as appropriate, experience teaching online), candidates may be required to demonstrate effective teaching through an exercise designed by the screening committee and deemed appropriate for the discipline. The assessment may include delivering a teaching demonstration during the interview or conducting a class session with students. Questions and scenarios are designed by the screening committee to ascertain a candidate's knowledge in the field, discipline expertise, and potential to contribute to the mission and core values of the College. As such, every screening committee asks at least one question designed to ascertain the candidate's understanding of and experience working with diverse student populations ([IIIA2 7 English Questions](#); [IIIA2 8 Math Questions](#)).

Analysis and Evaluation

SMC meets this standard as the College's administrative regulations clearly outline the process for hiring qualified applicants who have subject matter expertise and requisite skills for full- and part-time faculty positions. These regulations incorporate the Board of Governors' guidelines.

The Office of Human Resources ensures that the College has documentation of each selected candidate's qualifications prior to the start of each assignment. Qualification information is included in the personnel files. If an individual is hired through an equivalency, the person's file notes which equivalency standard was met and contains the supporting information. The composition of the screening committee (4-6 faculty members from the discipline or related disciplines, 2 administrators, and a non-voting EEO representative) coupled with the fact that all members of a screening committee must complete the HR/EEO training program, ensures the fairness and integrity of hiring qualified candidates.

With an improved web-based system for advertising and hiring faculty, department chairs, faculty chairs, and selection committees are now able to access applicant pools to evaluate candidates remotely. This has brought ease and efficiency to the process.

A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

The College's administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Academic administrators serve at the discretion of the President/Superintendent, responsible for the oversight, management, and overall direction of

student and academic programs. Their focus is how the respective program impacts the educational environment. Classified managers are responsible for managing and supervising the day-to-day function of an auxiliary college program or service.

For academic administrators, the College adheres to the qualifications outlined in California Code of Regulations §53420: Minimum Qualifications for Educational Administrators ([IIIA3 1 CCR 53420](#)). The Office of Human Resources works with the vice president responsible for the area to which the position is to be assigned to develop a job description that clearly outlines job responsibilities and minimum and preferred qualifications. While academic administrators must meet the minimum qualifications set forth in the California Code of Regulations, the College often sets preferred qualifications that exceed those minimums. Most administrative positions at the college prefer three to five years of formal training, internship, or leadership experience related to the assignment ([IIIA3 2 Admin JD](#)). When appropriate, the College will consider both management and non-management experience, including teaching, when hiring academic administrators. Individuals who do not meet the minimum qualifications set forth in §53420 may apply if they possess qualifications that are at least equivalent.

For classified managers, the job classifications are developed by the Personnel Commission to reflect the qualifications and experience necessary for the position as indicated by the scope of the assignment and departmental goals.

Personnel Commission staff create a “competency model” which defines the critical needs of each position prior to opening recruitment ([IIIA3 3 Competency Modeling Overview](#); [IIIA3 4 Sample Competency Modeling](#)). This is done to ensure that all screening processes are both job related and designed to identify the best qualified candidates for each position.

Analysis and Evaluation

SMC meets this standard because of the requisite processes and oversight by Human Resources and the Personnel Commission. The College ensures that administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

In hiring faculty, administrators, and other employees, the College adheres to California Code of Regulations, specifically Title 5, sections 53400-53430, which state that all faculty, administrators, and other employees must possess degrees and/or credits from accredited institutions ([IIIA4 1 CCR T5 53406](#)). Depending on the position, either the Office of Human

Resources or the Personnel Commission verifies that individuals proposed to be hired have earned the required degree(s) for the position and/or discipline; verification includes copies of official transcripts, and confirmation of the granting institution's accredited status. For applicants who have earned degrees outside of the United States, the Offices of Human Resources and/or the Personnel Commission refer to a credential evaluation service to verify the accreditation status of the institution and show degree equivalency ([IIIA4 2 TranscriptEval](#)).

Analysis and Evaluation

SMC meets this standard in that employees in positions with degree requirements must have earned their degrees from institutions accredited by recognized U.S. accrediting agencies or that meet U.S. accreditation equivalency standards. The College attracts many candidates for faculty positions that have earned degrees from outside the United States. As such, the College has established procedures to confirm the status of these institutions and credit/degree equivalencies.

A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

SMC assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The College has written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented. There are distinct evaluation procedures for faculty, classified staff and police, and managers.

The requirements and procedures for the evaluation of employees are specified in Board Policy 7150: Evaluation ([IIIA5 1 BP 7150](#)).

Evaluation of Faculty

Per Board Policy 7150, faculty are evaluated in accordance with applicable provisions of the collective bargaining agreement. All faculty submit a self-evaluation at the time of their evaluation ([IIIA5 2 Fac Self Eval](#)).

- Non-Tenured (Probationary) Faculty members follow a four-year process described in Article 7.A "Evaluation of Probationary Faculty of the Collective Bargaining Agreement." ([IIIA5 3 Faculty CBA 7A](#); [IIIA5 4 Prob Fac Eval](#)).
- Tenured Faculty members are required to be evaluated every three years by a department

chair (or faculty chair, if appropriate) or designee, and every nine years by a panel ([IIIA5 5 Faculty CBA 7B](#); [IIIA5 6 Tenured Fac Eval](#)).

- Part-Time Faculty (including those who teach non-credit classes) are required to be evaluated at least twice during their first four semesters of employment and then once every four semesters thereafter by the department chair or designee ([IIIA5 7 Faculty CBA 7C](#); [IIIA5 8 PTFac Eval](#); [IIIA5 9 Emeritus Faculty CBA 7D](#); [IIIA5 10 EmeritusCollege Fac Eval](#)).

Note that as a result of the pandemic, faculty evaluations were suspended or modified for some groups. Faculty evaluations began to resume in Fall 2021. For each faculty classification, the College's evaluation forms clearly outline assessment factors and provide information to help facilitate the evaluation. There are separate forms for peer faculty observations and faculty professionalism. Five different faculty observation forms are used which are tailored to evaluating faculty from each area of focus:

- 1) Instruction ([IIIA5 11 InstructionalFac Observation](#))
- 2) Counseling ([IIIA5 12 Counselor Observation](#))
- 3) Programs for students with disabilities ([IIIA5 13 DSPTS Observation](#))
- 4) Library services ([IIIA5 14 Librarian Observation](#))
- 5) Coaches ([IIIA5 15 Coach Observation](#))

These forms provide feedback to the faculty members undergoing evaluation, which serves to help the faculty members improve their performance. The form assessing professionalism is notable in that it addresses faculty participation in the development of student learning outcomes and assessments, as well as collegiality, maintaining currency in the field, accessibility to students, participation in department and college activities, and adherence to college and department policies ([IIIA5 16 Fac Professionalism](#); [IIIA5 17 EmeritusFac Professionalism](#)).

In addition to the peer evaluation, faculty are also evaluated by their students. Student evaluations are expected to be administered during the semester in which the faculty member is evaluated and forwarded to the faculty member after grades are submitted ([IIIA5 18 Student Eval Faculty](#)). This feedback provides an additional mechanism for faculty to improve their teaching in subsequent semesters. SMC uses a web-based evaluation system (EvalKit/Watermark) which is tailor-made for student evaluations.

The Office of Human Resources creates a manual ([IIIA5 19 FacEvalOrient Packet](#)) for the faculty evaluation process that includes an evaluation checklist to ensure that faculty submit all required documents on time. Multiple orientation sessions to review the evaluation process are also offered to evaluators ([IIIA5 20 EvalOrientation](#)).

Faculty who are successful in the evaluation process continue to be fully employed with no action until the next evaluation cycle. Faculty who are not successful in the process, are informed by March 15 of the current academic year. If the faculty member is in the tenure-track process and receives an evaluation that has a rating of needs improvement, the faculty member may not be recommended for another contract for the following academic year. A part-time faculty member who has "associate faculty" status and is evaluated with a rating of "needs

improvement" two semesters in a row may lose "associate faculty" status. A Part-time faculty member who receives a rating of "unsatisfactory" in one evaluation semester may lose "associate faculty" status.

Evaluation of Classified Personnel

Per Board Policy 7150, classified personnel are evaluated in accordance with applicable provisions of the collective bargaining agreement between the District and California School Employees Association (CSEA) – Chapter 36 ([IIIA5 21 CSEA Art4](#)). SMC's Classified Employee Performance Evaluation Form is used ([IIIA5 22 Class Perf Eval](#)). Probationary staff are evaluated bi-monthly during their six-month probationary period. Permanent classified employees are evaluated on the anniversary of their hiring date at least once every three years, although supervisory staff are encouraged by Human Resources to evaluate permanent classified employees on an annual basis.

The evaluation process provides a method for measuring employee performance based on the employee's classification standards and requirements as stated in the employee's position description. Formal evaluations are designed to help classified employees achieve and maintain high levels of work performance by encouraging the establishment of mutually agreed-upon goals and objectives for the coming year, thereby setting benchmarks against which the employee's accomplishments can be objectively reviewed. The Office of Human Resources holds workshops on effective evaluation processes and techniques ([IIIA5 23 EvalWorkshop Announce](#); [IIIA5 24 EvalTraining Deck](#)).

Employees with a successful evaluation cycle continue to be fully employed with no additional action. Employees who are not successful in the evaluation cycle, are given guidance and support immediately as a part of the evaluation conference and/or summary. If an employee is on probation and receives an evaluation that is below standards, they may be offered the opportunity to resign or be released from probation.

Evaluation of Sworn (Police Officer) Personnel

Per Board Policy 7150, sworn personnel are evaluated in accordance with applicable provisions of the collective bargaining agreement between the District and the Police Officer Association (POA) ([IIIA5 25 POA Art4](#)). For employees serving a one-year probation, the immediate supervisor prepares a formal evaluation by the end of the fourth and eighth months of service, and prior to the completion of the one year of service. For permanent employees, evaluations are conducted annually.

Police officers successful in the evaluation process are fully employed and there is no additional action needed for the evaluation cycle. Police officers who are not successful in the evaluation cycle, are given guidance and support immediately as a part of the evaluation conference and/or summary. If a police officer is on probation and the supervisor does not recommend permanency due to an evaluation that is below standards, the police officer may be offered the opportunity to resign or be released from probation.

Evaluation of Administrators and Managers

Per Board Policy 7150 the procedure for the evaluation of academic administrators is set forth

in AR 7150: Evaluation ([IIIA5 26 AR7150](#)) and is standardized using the Evaluation Form for Administrators, Managers and Supervisors ([IIIA5 27 AdminEvalForm](#)). The procedure for classified administrators and managers and confidential employees is in accordance with applicable provisions of the Personnel Commission Rules ([IIIA5 28 MR10 PerformEval](#)).

Each manager is required to complete an annual self-evaluation ([IIIA5 29 AdminSelfEval](#)) of their performance relative to job responsibilities and agreed upon objectives established with the supervising manager. This evaluation must be considered in the context of how the employee is working to achieve the mission and any relevant priorities.

At least once every three years, administrative personnel are required to participate in a full performance evaluation. This process includes the self-evaluation and an assessment of performance by the employee's supervisor.

Academic administrators and classified managers successful in the evaluation process continue to be fully employed and there is no action until the next evaluation cycle. Those that are not successful in the evaluation process are provided guidance and support immediately and are made aware of potential consequences including there being no salary step advancement.

Analysis and Evaluation

SMC meets this standard through processes set in place for all employees to be regularly and systematically evaluated in reference to written criteria which include performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. To ensure fairness and compliance with all State and Federal regulations and College goals, evaluation procedures are regularly assessed and improved accordingly.

SMC recognizes the need to strengthen compliance with established timelines, particularly in regard to part-time faculty. In some instances, the evaluations of adjunct faculty have not occurred within the established timeline. There have been occasions where the window of the evaluation period was not met (perhaps because the faculty member was only teaching during the first 8-week term). In those instances, those faculty member's evaluations were then prioritized for the next semester. Though this did not adhere to the established timeline. Additionally, as a result of limited numbers of full-time faculty in a discipline or department to conduct evaluations of adjunct faculty per the established timeline, there have been occasions in which the evaluation was delayed by a semester. These examples illustrate the need to strengthen compliance with established timelines.

Moreover, while all faculty members of SMC Emeritus are part-time faculty, evaluations in this program have not consistently taken place. A revision to the evaluation process for Emeritus faculty is being considered for implementation in the near future, as is the assignment of "department chair-like duties" to some combination of Emeritus faculty and/or a full-time faculty member.

The College is also currently assessing the performance evaluation procedures for classified professionals and academic managers to strengthen those processes. The assessment of the

processes is being conducted by committees comprised of classified employees and managers. Additionally, the timeliness of reminder communication between Human Resources and managers regarding the evaluation of classified professionals should be improved.

IIIA.6 (ACCJC REMOVED THIS STANDARD)

A.7 The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve its institutional mission and purpose.

Evidence of Meeting the Standard

Santa Monica College maintains a sufficient number of qualified faculty (consisting of both full-time and part-time) to fulfill faculty responsibilities essential to delivering educational programs and services that achieve the institutional mission and purpose.

Multiple processes are used to determine appropriate staffing levels for each program and service. The program review process includes identifying human resources needed to assure the quality of programs and services. This documentation is used when requests are submitted to the College's senior administration for approval ([IIIA7 1 ProgReviewTemplate](#)). Additionally, AR 7120.1 details the procedure for requesting Full-Time faculty to fulfill needs ([IIIA7 2 AR 7120 1](#)). The process begins with the New Faculty Ranking Committee assessing a programs' requests in light of Program Review data, enrollment data and trends, labor market projections, equity data and initiatives, and new programs/directions the department is implementing and the relevance to SMC's Vision, Mission and Goals.

The College consistently exceeds the minimum standard set by its California Community Colleges Full-time Faculty Obligation Number (FON), as shown in the CCCCO's Fall 2021 Full-Time Faculty Obligation Compliance and Percentage Report ([IIIA7 3 Fall2021 FTF Obligation](#)) and the trend over time ([IIIA7 4 FTEF](#)).

The College employs many part-time faculty to ensure qualified faculty are available for the purposes of offering classes and services for students. This includes both hourly and long-term substitutes as defined in AR 7210.1: Regular, Contract and Temporary Academic Employees ([IIIA7 5 AR 7210 1](#)). It is extremely rare to cancel a class offering due to a lack of faculty available to teach it.

Analysis and Evaluation

SMC meets this standard vis-à-vis its ability to offer classes and services for students staffed by

qualified faculty. However, the heavy reliance on part-time faculty sometimes makes it difficult to meet the additional “non-classroom” faculty responsibilities essential to the quality (and improvement) of programs and services.

While the College is in compliance with the Full-time Faculty Obligation Number, the College falls short of the goal of “75/25” (full-time to part-time ratio) as expressed in AB 1725. Over the past 3 years, the College’s percentage of Full-Time Faculty has been between 48-52%, while the statewide percentage has been between 58-59% ([IIIA7 6 FT percent](#)). Therefore, increasing the percent of full-time faculty is a Board of Trustees objective ([IIIA7 7 BOT Goals Objectives](#)), and an objective of one of the 2021-2022 District Planning and Advisory Council (DPAC) Action plans ([IIIA7 8 HR Ann ActionPlan](#)). The relative lack of full-time faculty hampers College efforts to bring about meaningful and sustainable change, particularly those suggested by the guided pathways framework and the focus on closing equity gaps.

A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Santa Monica College integrates its part-time and adjunct faculty in the life of the institution via orientation, evaluation, professional development, department meetings and social activities.

Orientation

All newly hired and rehired part-time faculty meet with a Human Resources Specialist. Prior to this meeting, these faculty members must complete required documents and review orientation materials. Part-time faculty are provided welcome information from the Office of Human Resources to familiarize themselves with the institution ([IIIA8 1 Adjunct Orientation](#); [IIIA8 2 PT Fac Emp Checklist](#)). Also provided are a copy of the Faculty Handbook, a greeting from the Faculty Association, and copies of board policies and administrative regulations related to hiring and their employment ([IIIA8 3 Fac Handbook](#)). To communicate compliance related information, part-time faculty receive information on reporting sexual harassment, bullying, alcohol and drugs in the workplace, non-discrimination in employment, equity, and diversity.

Evaluation

The evaluation of part-time faculty is guided by Article 7C of the Agreement between the District and the SMC Faculty Association ([IIIA8 4 FacCBA 7C](#)). The details of part time faculty evaluation were discussed in IIIA5 above.

Professional Development

As outlined in the faculty collective bargaining agreement, part-time credit faculty are required

to fulfill flex credit, prorated based on the number of credits they teach. Part-time faculty are strongly encouraged to participate in all professional development activities, including institutional flex days conducted in the fall and spring, departmental flex days and/or meetings conducted throughout the year, and professional development workshops/programs offered on campus. For example, part time faculty were encouraged to participate in a multi-semester professional development opportunity: Equitizing Gateway Courses ([IIIA8 5 EGC](#)). A recent employee survey shows that the College is effective in meeting the professional development needs of adjunct faculty as 86% of adjunct faculty respondents reported strongly agreeing or agreeing with the statement "I feel SMC, in general, supports the professional development of its employees". As part of the same survey, a large majority of adjunct faculty reported being very satisfied or satisfied with the amount of training offerings and professional development opportunities offered at SMC ([IIIA8 6 IEPI Survey Results](#)). Adjunct faculty are also invited to participate in professional development activities off-campus, including conferences and workshops and are eligible to apply once per academic year for up to \$1,000. The District provides annual funding for individual professional development, per the faculty collective bargaining agreement, for which part time faculty are eligible ([IIIA8 7 PDC Budget](#)). Part-time faculty are also eligible to apply for fellowships. Fellowship recipients are awarded \$1,500 to pursue professional development opportunities relevant to their teaching responsibility ([IIIA8 8 Fellowship](#)). Part-time faculty also have access to Keenan Safe Colleges and The Vision Resource Center Training platforms ([IIIA8 9 Keenan](#), [IIIA8 10 VRC](#)).

Integration into the Life of the College

The Academic Senate Adjunct Faculty Committee addresses issues relevant to adjunct faculty ([IIIA8 11 AS Adjunct Committee](#)). Additionally, the Academic Senate's New Faculty Committee helps facilitate the successful transition of new faculty hires (both full and part-time) ([IIIA8 12 NewFacultyCom Webpage](#)). In 2019, SMC was honored for innovative support of adjunct faculty by the Pullias Center for Higher Education ([IIIA8 13 SMC Winner Delphi](#)).

Part-time faculty volunteer to serve as Academic Senate representatives and on Academic Senate committees. If they chair an Academic Senate committee, they are compensated for their time and effort. Additionally, part-time faculty are compensated by the Faculty Association (FA) when they participate in FA work, such as serving on its Executive Committee, serving as elected departmental representatives to the Representative Assembly, and serving on FA committees or College shared governance committees. The FA has a link on their homepage to Part Time Faculty Resources ([IIIA8 14 PT Faculty Resources](#)). Part-time faculty are required to attend at least one department meeting per semester as outlined in Article 6.5.2 of the faculty collective bargaining agreement and are invited to attend all department meetings ([IIIA8 15 FA CBA 6 5 2](#)).

Department and faculty chairs or their designees also offer individual departmental discussions with all faculty, including new part time faculty to ensure that the faculty member understands their responsibilities, the culture of the department and of the College, and essential department and institutional policies and procedures ([IIIA8 16 MathDept FacMemo](#)). This is also an opportunity for the new faculty member raise their awareness of departmental strengths,

challenges, and projects underway to improve student success.

Analysis and Evaluation

Santa Monica College meets this standard, as it integrates part-time and adjunct faculty in the life of the institution beginning with orientation and continuing through oversight, evaluation, professional development, department meetings and social activities.

A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard

In comparison to districts of similar size and location, the number of staff maintained by the district is comparable and sufficient ([IIIA9 1 SMCTotalStaff](#)). But the best proof is the fact that all programs continue to be robust, and SMC is continually adding and enhancing programs to better serve students. Moreover, if a need for staff decreases (as was the case with the implementation of AB 705 and a reduced staffing need in assessment services), the College makes every effort to have those staff members are retrained and employed in an area experiencing either shortfall of staff or growth in services (as was the case in the outreach and onboarding area to help implement aspects of the guided pathways framework).

All student support programs and administrative units submit an annual program review report and undergo a comprehensive program review every six years to address staffing needs within the area ([IIIA9 2 6YrAP](#)). Such needs are prioritized through the College's planning processes. The most critical needs are addressed by the College's senior staff members and through the evaluation of the Personnel and Budget Augmentation Request (PBAR) form and process which requires personnel requests, including requests for replacement personnel, to be tied to program review, Accreditation Standards, Board of Trustees Priorities, or other college efforts to substantiate the request.

To ensure that the College systematically identifies and prioritizes staffing needs in all areas, a 3-to-5-year staffing plan is being developed to optimize student success and eliminate equity gaps. This staffing plan is intended to help inform the College of the most appropriate number of staff, faculty, and management positions to support SMC's Mission, Vision, Goals. The goal of the plan is a comprehensive staffing structure that will meet the needs of the students, improve efficiency, and create a mechanism to better predict future staffing needs. The staffing plan will also provide a higher-level review of the 75/25 faculty ratio goal ([IIIA9 3 HR DPAC AP](#)).

Analysis and Evaluation

SMC meets this standard by maintaining a sufficient number of staff with appropriate

qualifications to support the effective educational, technological, physical, and administrative operations of the institution. This includes the support staff who provide student and faculty support, infrastructure support (including maintenance, grounds, and physical plant operations), technology support and safety. The College carefully considers its fiscal resources when reviewing requests for new personnel, replacements and/or additional personnel.

Inevitably, sometimes staff levels fall below optimal levels, as has been the case during the pandemic, immediately following the recent Supplemental Retirement Program (SRP) and during the recent hiring freeze necessitated by projected budget shortfalls mainly related to decreasing enrollment. Areas particularly affected include technology support and maintenance and operations. But because SMC maintains strong processes for approving and hiring new staff, we have been able to fill many of these open positions relatively quickly.

A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes.

Evidence of Meeting the Standard

Although the number of academic administrators and classified managers has slightly declined because of the Supplemental Retirement Program (and possibly the ongoing COVID-19 pandemic) ([IIIA10 1 staffing 6years](#)), the College maintains a sufficient number of administrators, as evidenced by a comparison to districts of similar size and location ([IIIA10 2 SMCTotalStaff](#)). SMC programs continue to show growth and enhancement, and required work is completed on a timely basis. As technology improvements have made some areas more efficient, resources are freed up and redirected where needed.

Program review, in conjunction with the Personnel and Budget Augmentation Request (PBAR) process, is used to assess whether the College employs a sufficient number of administrators. In the case of a new program or service, if administrative support is not assumed by an existing administrative position and a new position is being requested, the PBAR process is used to determine the need. The number of Project Managers (temporary administrators hired to manage grants) has fluctuated over the years but has increased recently due to several initiatives and opportunities related to COVID, student equity, guided pathways, STEM, and other efforts pursued by the College.

The College provides professional development opportunities and trainings to help ensure administrators provide effective leadership and services that support the institution’s mission and purposes. In addition to posted information on the HR website ([IIIA10 3 Managers Corner](#)), workshops are conducted on such issues as the employee performance evaluation process, interpreting union contracts, and managing excessive absenteeism ([IIIA10 4 HR Trainings](#)). Human Resources also conducts a recurring “Management Academy 101” (particularly for new managers), a “Mini-Management Series,” and ongoing management consultation. Recently, a Return to Work Forum was held for managers to discuss post-

pandemic plans. In April 2022, the Management Association held a 3-part Equity Training for Managers and Confidential Staff ([IIIA10 5 EquityTraining Managers](#)).

Analysis and Evaluation

The College meets this standard by maintaining a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

As noted previously, the first stage of a 3-to-5-year staffing plan (including administrators) is underway and is designed to fully support all College operations and ensure conditions that optimize student success and eliminate equity gaps.

A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Santa Monica College has clearly established personnel policies and procedures as outlined in its board policies, administrative regulations, and collective bargaining agreements with the Faculty Association (FA), the California School Employees Association (CSEA), and the Santa Monica College Police Officers Association (POA). These policies and procedures are fair and are administered equitably and consistently.

All board policies and administrative regulations are available online through the College's Board Policy Manual webpage ([IIIA11 1 BPM webpage](#)).

The development and ongoing review and revision of these policies involves the Academic Senate joint committees, the District Planning and Advisory Council (DPAC), and the Board of Trustees. Select policies and administrative regulations are reviewed annually. Others (are reviewed due to changes in the laws or rulings handed down by other entities such as the courts or the Chancellor's office.

The Office of Human Resources has worked with the Office of the Superintendent/President and other governance groups, including the Academic Senate's Joint Personnel Policies Committee (PPC), DPAC, and the Personnel Commission, to institute an ongoing and systematic review of SMC's personnel policies and procedures to ensure fair and consistent administration and continuity with documents. The PPC reviews administrative regulations related to academic employees. DPAC HR reviews all policies and regulations that affect and are related to all employee groups. Below is a sampling of Board Policies on specific personnel issues:

- BP 3050: Institutional Code of Ethics ([IIIA11 2 BP 3050](#))

- BP 3410: Non-Discrimination ([IIIA11 3 BP 3410](#))
- BP 3420: Equal Employment Opportunity ([IIIA11 4 BP 3420](#))
- BP 3430: Prohibition of Harassment ([IIIA11 5 BP 3430](#))
- BP 3540: Sexual and other Assaults on Campus ([IIIA11 6 BP 3540](#))
- BP 3510: Workplace Violence ([IIIA11 7 BP 3510](#))
- BP 3550: Drug Free Environment and Drug Prevention Program ([IIIA11 8 BP 3550](#))
- BP 7100: Commitment to Diversity ([IIIA11 9 BP 7100](#))
- BP 7310: Nepotism ([IIIA11 10 BP 7310](#))
- BP 7700: Reporting Fraud, Waste or Abuse ([IIIA11 11 BP 7700](#))

Similarly, below is a sampling of Administrative Regulations on specific personnel issues:

- AR 7700: Whistleblower Protection ([IIIA11 12 AR 7700](#))
- AR 3420: Equal Employment Opportunity ([IIIA11 13 AR 3420](#))
- AR 3430: Prohibition of Harassment ([IIIA11 14 AR 3430](#))
- AR 3434: Prohibition of Sexual Harassment under Title IX ([IIIA11 15 AR 3434](#))
- AR 3510: Workplace Violence ([IIIA11 16 AR 3510](#))

Other administrative regulations are in the process of being added and/or updated, such as the forthcoming AR 3435: Discrimination, Harassment Complaints, and Investigations. This administrative regulation will replace AR 3120: Equal Employment Opportunity Program and Discrimination Complaint Procedure. ([IIIA11 17 AR 3120](#))

To promote consistency, HR has continued to update standardized forms ([IIIA11 18 Complaint Form](#)) to support many of these policies, including the complaint and grievance process, unlawful discrimination, sexual harassment under Title IX, and workplace and campus violence/bullying.

Mandated sexual harassment prevention training for all supervisors (AB 1825) continues to be implemented every two years (2017, 2019 and 2021). The State of California legislated SB 1343, Employers: Sexual Harassment Training: Requirements ([IIIA11 19 CA SB 1343](#)), resulting in mandated sexual harassment prevention training for all non-supervisors. The first year of implementation was 2019. The College offers online and in-person training to ensure that the college community is adhering to this training requirement, particularly regarding anti-harassment. This training covers sexual harassment, unlawful discrimination, abusive conduct, and Title IX.

Unlawful discrimination and anti-harassment training specifically addressing unconscious bias and micro aggressions have been developed and promoted for faculty, staff and students. Faculty, staff, and students were also offered training related to trauma ([IIIA11 20 HR Trainings](#); [IIIA11 21 HR EqDivTraining](#)).

Since Spring 2020 and the advent of COVID-19, the district declared that emergency conditions exist for the district. As a result, the focus has been on ensuring that all employees are working in a safe environment. Some necessary practices were implemented that conflicted with some personnel policies. Therefore, MOUs were agreed to with various entities. The collective bargaining agreements with specific reference to the COVID-19 MOUs are available

on the website ([IIIA11 22 Covid CSEA MOUs](#); [IIIA11 23 Covid FA MOUs](#); [IIIA11 24 Covid POA MOUs](#)).

Analysis and Evaluation

SMC meets this standard with established personnel policies for all employees, including specific policies and procedures for faculty, classified staff, and management and administrative personnel. Human Resources and the Personnel Commission work together to ensure that these policies are consistently and fairly implemented by offering new employee orientation, training, standardized forms, and by working directly with hiring committees and employee evaluation panels. The Faculty Association and the California School Employees Association also work with Human Resources and the Personnel Commission to ensure that these policies and procedures are consistently implemented.

A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College regularly assesses its record in employment equity and diversity consistent with its mission. The College prioritizes its appreciation of, attention to, and services for individuals from all backgrounds and experiences as expressly stated in the Mission Statement, Institutional Learning Outcomes, and Supporting Goals ([IIIA12 1 VMG webpage](#)).

Employment Equity

SMC's Student Equity Plan (2019-2022) articulates a strong "Equity Mission Statement" which includes all employees and the working environment ([IIIA12 2 SEP EquityMission](#)). Additionally, several board policies ([IIIA12 3 BP 3420](#); [IIIA12 4 BP 7100](#)) articulate the College's commitment to, as well as policies and procedures for ensuring, diversity through the creation and maintenance of appropriate programs, practices, and services that support its diverse personnel.

Policies and Procedures to Support its Diverse Personnel

To accomplish the outcome of supporting diverse personnel, the College's Equal Employment Opportunity (EEO) Plan includes an EEO & Nondiscrimination in Employment Policy Statement, the establishment of an EEO Advisory Committee, and the development of college plans and procedures for such activities as filing complaints, hiring personnel, and establishing screening/selection committees—including their make-up and specific measures to address identified underrepresentation ([IIIA12 5 EEO Plan](#)).

The Office of Human Resources provides Unlawful Discrimination and Harassment Prevention training both on-ground and online ([IIIA12 6 TrainDates](#)). Other policies that support the

College's diverse personnel include:

- AR 2515: DPAC's Human Resources Planning Subcommittee continually reviews and revises the College's Human Resources policies and procedures, recommending new ones as needed ([IIIA12 7 AR 2515](#)).
- [AR 3420](#): Equal Employment Opportunity Program and Discrimination Complaint Procedures which outlines the specific procedures for managing complaints ([IIIA12 8 AR 3420](#)).
- [AR 3434](#): Prohibition of Sexual Harassment Under Title IX, and [AR 3540](#): Sexual and other Assaults on Campus, which articulate the College's adherence to mandated state-wide sexual harassment training for employees. ([IIIA12 9 AR 3434](#); [IIIA12 10 AR 3540](#)).

Additionally, Human Resources places guidelines in work areas around campus and posts the information to be easily accessible on the College website which provides employees information about the procedure for making discrimination complaints ([IIIA12 11 HR DEI webpage](#)). When complaints arise, they are brought to Human Resources for investigation.

Programs, Practices, and Services to Support its Diverse Personnel

In addition to the stated policies and procedures above, the College's commitment expresses itself through a myriad of programs, practices, and services. For example:

- The College has created the Equity, Pathways, and Inclusion (EPI) Department ([IIIA12 12 EPIwebpage](#)).
- The College has a Title IX Task Force made up of faculty, staff, students, and administrators which is charged with reviewing the District's current Title IX-related policies and practices and making recommendations for improvement as necessary ([IIIA12 13 T9TaskForce Webpage](#)).
- The College's Office of Human Resources consults with employees and their supervisors with regard to reasonable accommodations requests in relation to a disability.
- The College has consistently increased its programs relating to equity and diversity concerns with regard to sexual orientation and gender expression. It has also, in accordance with AB 620, established official contacts designated to receive any concerns or complaints related to LGBTQ+ issues.
- SMC conducted the Academic Senate for California Community Colleges Equity Committee's "LGBT-Friendly Campus Climate Index" survey to improve how the College serves its LGBTQIA community.
- The Santa Monica College Campus Police attend sensitivity trainings each year that support an understanding of LGBTQIA students.
- The College has a Safe-Zone training initiative which has resulted in multiple staff and students being Safe-Zone certified. Safe Zone trainings are opportunities to learn about LGBTQ+ identities, gender and sexuality, and examine prejudice, assumptions, and privilege. attending a Safe Zone training results in a greater awareness of LGBTQ+ issues,

which results in a safer and more inclusive space for our LGBTQ+ students and employees. In 2020 approximately 30 students and 30 staff participated in a Safe-Zone “train the trainer” program.

- All new buildings on the campus are being designed to contain at least one gender-neutral restroom.
- The College’s Office of Human Resources promotes an annual training series for faculty and staff entitled, “Exploring Equity and Diversity” ([IIIA12 14 EED Training](#)).
- The Management Association recently sponsored a series of three seminars “Equity Speaks” ([IIIA12 15 Equity Speaks](#)).
- The College has also focused on systemic racism and for several years has included:
 - one of the 4 goals of the current Student Equity Plan (2019-2022) is to “Assess and Improve the Racial Climate”; this goal guides strategies and programs related to supporting the College’s diverse personnel.
 - at least one featured speaker in each Professional Development Day to discuss topics related to equal employment opportunity (including 6 workshops by Dr. Eugene Whitlock)
 - conference participation for staff on Public Sector Excellence – workshops for managers focusing on communication, recognizing workplace violence, discrimination, and sexual harassment.
 - providing staff with a four-week training program entitled, “Supporting Men of Color” ([IIIA12 16 SMOC](#)). Participation in this comprehensive certificate program was encouraged for all college staff and was attended by the entire Department of Human Resources ([IIIA12 17 SMOC Hbk](#)).
- In 2018-2019, The College held its first Annual Santa Monica College Faculty Job Fair on campus ([IIIA12 18 JobFair](#)). Through targeted advertising, the job fair is aimed at attracting a diverse group of potential applicants ([IIIA12 19 JobFairAdvertising](#)). These potential applicants have an opportunity to engage with department chairs, become familiar with the campus, meet Human Resources staff, and learn more about the hiring process. At the job fair, booths are set up for one-on-one interactions and for potential applicants to get to know the members of our academic departments. Workshops focus on exploring the hiring process and open job opportunities. A panel of faculty members, both full-time and part-time, and at various stages of employment, are present to answer questions from potential applicants. This event was paused for 2 years as a result of the pandemic, but is slated to start again in 2022-23.

Assessment of the College’s Record in Employment Equity and Diversity

The College is committed to employing and maintaining a diverse workforce. As outlined in AR 3120: Equal Employment Opportunity Program and Discrimination Complaint Procedure, each applicant may choose to identify themselves as a member of a historically underrepresented group when their application is submitted ([IIIA12 20 AR 3120](#)). This information is kept confidential and may be used only in evaluating the effectiveness of the District’s diversity program and in ensuring that the applicant pools are reflective of historically underrepresented groups in the workforce and each screening committee for faculty and academic administration positions includes an Equal Employment Opportunity (EEO)

representative to ensure the fairness of the selection process and all faculty, staff, and administrators who serve on hiring committees must attend orientation sessions that include EEO training.

Diversity Report

The Office of Human Resources conducts a biannual assessment of the race and ethnic make-up of college personnel. This information is presented to the Board of Trustees as a “Diversity Report” with recommendations for improvements to the hiring process as necessary ([IIIA12 21 DivReport 2021](#)). Over the past 6 years, the District has increased the proportions of employees from underrepresented populations ([IIIA12 22 Employee Race](#)).

Analysis and Evaluation

SMC meets this standard through its policies and practices. The College maintains and expands programs, practices, and services that support its diverse personnel and regularly assesses its record in employment equity and diversity consistent with its mission. Despite its commitment to diversity and the development and implementation of these policies and practices, the College’s record in employment equity and diversity has significant room for improvement. Regarding faculty, racial minority group members continue to be underrepresented and are not proportionately reflective of either the College’s student or Los Angeles County’s populations. In improve the proportion of applicants for positions and based on the guidance from the California Community College Association of Chief Human Resources Officers/Equal Employment Officers, the College is exploring changing requirements for letters of recommendation in the screening process. The change involves requiring references later in the application process. These changes have already been made in relation to academic administrator positions. Making these changes for other groups requires discussions with the collective bargaining units. Our hope is to increase the number of applications from candidates from underrepresented populations.

SMC has recently initiated an equity audit to better understand how we can improve in this area. The consultants will conduct surveys, focus groups, and interviews with employees in the interest of better supporting our diverse personnel. Additionally, the College is administering (in Fall 2022) the National Assessment of Collegiate Campus Climates (NACCC) survey to personnel which will examine racialized experiences in the workplace and perceptions of institutional commitment to racial equity, diversity, and inclusion. The findings of the survey will help us understand our gaps and areas needing further improvement.

A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

BP 3050: Institutional Code of Ethics ([IIIA13 1 BP 3050](#)) applies to all college employees and is supported by AR 3050: Institutional Code of Ethics ([IIIA13 2 AR 3050](#)) which articulates the College's ethical expectations of faculty under their rights of Academic Freedom and Responsibilities, as well as professional codes of ethics established by the Academic Senate and the Management Association. The Code of Ethics/Standards of Practice concerning the Board of Trustees is found in BP 2715 ([IIIA13 3 BP 2715](#)).

The Academic Senate's Professional Ethics and Responsibilities Committee facilitates institutional discussions regarding ethics, faculty responsibility, and how to apply the principles laid out in the code of ethics. Some of these discussions take place via the committee's "Ethical Professor" newsletter. Topics have included academic honesty, balancing fairness and freedom, and negotiating ethical dilemmas ([IIIA13 4 EthicsComWebpage](#)).

In the event of an alleged ethical violation, the employee meets with their supervisor to discuss the allegation, and a report is placed in the personnel file. Faculty who are accused of unethical behavior meet directly with the Vice President of Academic Affairs. In the event of an allegation of discrimination, sexual harassment and/or bullying, the Office of Human Resources investigates per the appropriate Administrative Regulation (for example AR 3510: Workplace Violence) ([IIIA13 5 AR 3510](#)). If a claim is substantiated, the consequences for the respondent vary based on the findings of the case and the employment class of the respondent.

Analysis and Evaluation

SMC meets this standard by upholding a written code of professional ethics for all personnel, including consequences for violation. The standards of professional ethics are published, and violations are investigated and addressed accordingly. The challenges of the COVID-19 impacted the College's ability to physically post and distribute the poster boards and binders in public workplaces, but the information was distributed electronically to all stakeholders.

A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. SMC hired a full-time Professional Development Coordinator position to coordinate the various professional development opportunities for all faculty, classified professionals and supervisors ([IIIA14 1 ProfDevCoord JD](#)). Shortly after filling this position, SMC secured an Institutional Effectiveness Partnership

Initiative (IEPI) seed grant to revitalize and revamp SMC's Professional Development Plan which includes all employee groups over multiple years ([IIIA14 2 IEPI Grant](#)). While the plan is still in draft form, it is likely to be one of the first of its kind in the California Community College system as it is envisioned and created by all employee groups and with a heightened focus on delivering equity and equity-related training to all groups. The IEPI seed grant (approved by the Chancellor's Office) will allow the College to develop and implement an even more robust college-wide professional development plan ([IIIA14 3 IEPIplan](#)).

SMC's commitment to the professional development of all employee groups has grown in recent years. Because of the pandemic, the College has pivoted to online professional development and training. Online Professional Development Days have seen 800+ employees attending full days of professional development offerings ([IIIA14 4 PDDay](#)). Additionally, offerings have taken advantage of the online environment as an opportunity to engage and connect with employees who typically have not received professional development and many opportunities are now available 24/7 on a year-round basis.

The Academic Senate Professional Development Committee (PDC) is responsible for planning the institutional professional development days and approving funds to individual faculty for their training or professional development activities ([IIIA14 5 PDCWebsite](#)). The mission of the Classified Professional Development Committee (CPDC) is to offer training, information, professional and personal growth opportunities for classified professionals ([IIIA14 6 CPDCWebsite](#)). Jointly, both committees collaborate in planning and delivering our Fall and Spring Professional Development Days for all employee groups and the campus community.

The College provides professional development funding for all employee groups. The College has established a professional development fund for faculty that can be used to reimburse individual professional development expenses (such as conference registration fees and travel costs), contracts with external experts, and specialized departmental trainings ([IIIA14 7 Fac PD Webpage](#)). Additionally, the College allocates in its annual budget funds for a minimum of 8 one-semester sabbaticals each year for full-time faculty to engage in professional development ([IIIA14 8 AR7341 Sabb](#); [IIIA14 9 Art17CBA Sabb](#)). Fellowship awards of \$1,500 each are available to full- and part-time faculty to develop special projects ([IIIA14 10 SFA Webpg](#); [IIIA14 11 Art6CBO Fellow](#)). The College provides an annual professional development fund for classified bargaining unit staff to attend training and professional development outside of SMC. Classified staff engage in institutional flex day activities. The Classified Professional Development Committee provides guidance and leadership in planning events as well as trainings offered throughout the year specifically for classified staff ([IIIA14 12 ClassPDC Webpg](#)).

The College recently launched a robust professional development opportunity for faculty: Equitizing Gateway Courses (EGC). EGC is a multi-semester, multi-dimensional professional development opportunity created by faculty for faculty specifically to cultivate and deepen equity-centered pedagogical practices and to better serve SMC students, particularly our African American and Latinx students. Nearly 300 faculty (both full-time and part-time) have participated thus far ([IIIA14 13 EGC](#)).

The College has also adopted the Vision Resource Center learning platform provided from the Chancellor's Office. SMC was part of the second pilot group to onboard the platform and now joins over 20 institutions in the CCC system that robustly use the system to deliver and administer online trainings on a large variety of topics including equity, pathways and inclusion ([IIIA14 14 VRC Webpg](#)).

The Center for Teaching Excellence, established with funding from a Title V Grant, has provided training and professional development primarily focused on pedagogy as it relates to closing the equity gaps in student outcomes. This included seven Faculty Summer Institutes (FSI) held 2013-2019 in which participants attended 8 full days of professional development focused on reducing racial equity gaps. Over 230 faculty and staff have participated in at least one FSI. Additionally, The Center regularly offers seminars, workshops, and customized individual and small group support ([IIIA14 15 FSI webpage](#)).

Evaluating Professional Development

Professional development planning at the College is a dynamic process that begins with a needs assessment, continues through program planning and implementation, and ends with evaluation of the professional development offerings to improve subsequent offerings. This process is graphically illustrated in the College's "Faculty Professional Plan" ([IIIA14 16 PD process](#)).

Post-activity evaluation feedback is crucial to both assessing the effectiveness of the activity and determining the direction of future activities by Human Resources and planning committees such as the Academic Senate's Professional Development Committee (PDC) and Classified Professional Development Committee (CPDC). Post-activity evaluation has traditionally been conducted through online polling and surveying tools such as Alchemer and Google Forms and analyzed by each respective committee ([IIIA14 17 PD Eval Questions](#); [IIIA14 18 PD Eval Results](#)).

Analysis and Evaluation

SMC meets this standard by planning for and providing all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. SMC systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

The IEPI seed grant has sparked a comprehensive assessment and redesign of the College's professional development efforts which are certain to help bring about an even more robust approach for all employee groups.

A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The College makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law. The Office of Human Resources maintains personnel files for all employees. Personnel files are stored either electronically or in a file room within the Human Resources Office. Both locations are secured with the electronic system being password-protected and the physical location locked during non-business hours. Access to these files is limited to Human Resources personnel. There is a separate location for disciplinary and unlawful discrimination complaint files. Only the Employee and Labor Relations Team members have access to these files. The College provides employees with access to their files in accordance with the California Education Code, Title 3, Section 87031 ([IIIA15 1 EdC](#)). AR 7145: Personnel Files ([IIIA15 2 AR 7145](#)) and BP 7145: Personnel Files ([IIIA15 3 BP 7145](#)) define the procedure for personnel who request to access files secured by the district.

Analysis and Evaluation

SMC meets this standard by setting provisions for the security and confidentiality of personnel records and allowing each employee access to his/her personnel records in accordance with law. Human Resources staff receive training to ensure they are knowledgeable about policies and procedures and utilize effective practices to ensure compliance.

The College has undertaken the imaging of documents. The objective is to image active and new files to archive a paperless system that enhances the security, efficiency, organization, and retrieval of employee files. All new employee files are imaged as they are processed and the files of those who separate from the College are imaged for archival purposes.

Conclusions on Standard IIIA Human Resources

Santa Monica College effectively uses its human resources to achieve its mission and to improve academic quality and institutional effectiveness. Employees of the college meet minimum qualifications, are systematically evaluated, and are offered significant professional development opportunities to ensure continuous improvement in the College's ability to meet its mission. The goals of equitable hiring and supporting diverse personnel and students are paramount. Personnel policies are consistently and fairly administered.

Improvement Plan(s)

In conjunction with faculty and administrators, the District intends to strengthen the prioritization of the hiring of full-time faculty in the interest of moving closer to the recommended 75/25 ratio for full-time and part-time faculty. While accounting for budgetary concerns, the District recognizes the added value for students of full-time faculty, particularly as it relates to closing equity gaps that exist.

Similarly, the Office of Human Resources will continue to research and implement the best practices for the recruitment and hiring of a more diverse faculty that better represents

minoritized student populations. This includes continued efforts to identify and eliminate barriers to hiring more diverse personnel including staff and managers.

To assist with improved timeliness and completeness of part-time faculty evaluations, the timelines will be communicated more aggressively, using multiple methods to encourage and prompt peer reviewers to engage in the process. There will also be a stronger emphasis on the process for part-time faculty in the annual evaluation trainings.

STANDARD IIIB: PHYSICAL RESOURCES

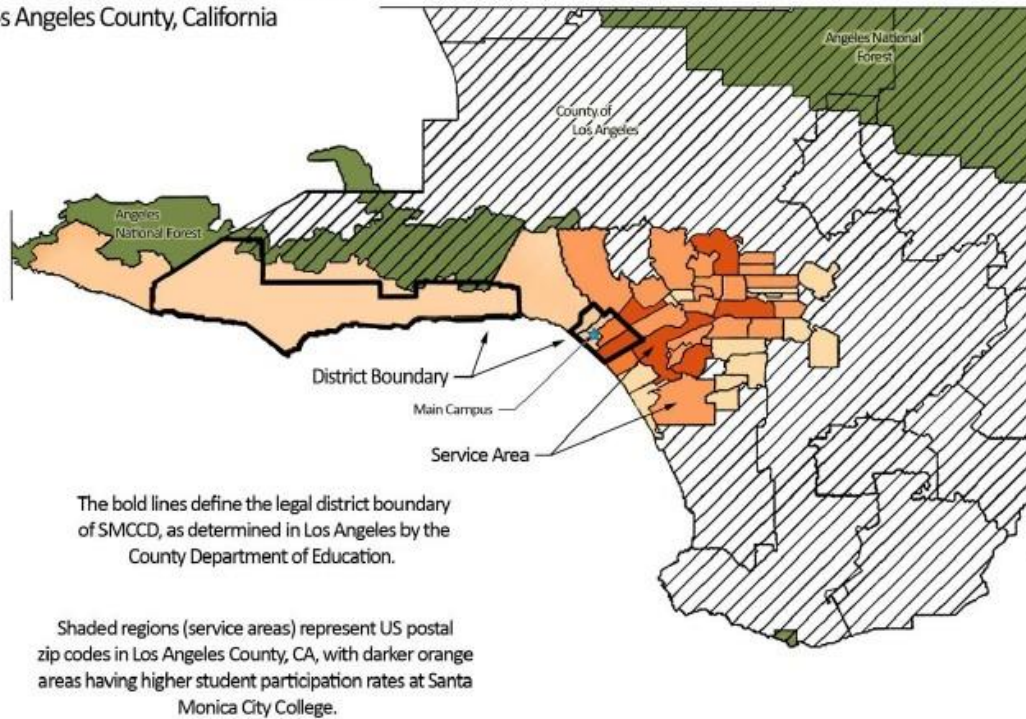
Introduction and Overview

The Santa Monica Community College District operates a single college, Santa Monica College, within its district boundaries, which encompass the cities of Santa Monica and Malibu, portions of unincorporated Los Angeles County, and a sole property within the city of Los Angeles annexed through agreement with the Los Angeles Community College District. The College enrolls students from throughout the greater Los Angeles basin, with most students residing within seven miles of the college in high-population communities.

The College's Main Campus is located at 1900 Pico Boulevard in Santa Monica. The College also offers instruction at five nearby satellite sites: Bundy, Airport Arts, Performing Arts Center, Center for Media, and Design (formerly the Academy of Entertainment and Technology), and Emeritus College. Several administrative offices, including those of the Superintendent/ President, Fiscal Services, and Human Resources, are housed off-site at 2714 Pico Boulevard. The Facilities offices are located near the Main Campus at 1510 Pico Boulevard, while the Santa Monica College Foundation is housed next door at 1516 Pico Boulevard.

Figure 1: Santa Monica College District Boundaries

Santa Monica
Community College District (SMCCD)
Los Angeles County, California



The Main Campus includes 38 acres, while the satellite sites add approximately 26 acres. Currently the College has 40 buildings for a total of 1,336,143 gross square feet, of which 822,735 square feet are assignable for classrooms, offices, conference rooms, laboratories, libraries, and auditoriums ([IIIBIntro_1 Facilities Inventory Certification](#)).

The Facilities Master Plan identifies college, academic, and sustainability objectives and served to successfully guide campus construction through multiple updates and revisions to that initial plan. The College is currently operating from the 2010 Facilities Master Plan and the 2016 Facilities Master Plan Update. However, we are currently working on the new Facilities Master plan that will guide the college's development in the future 20 years. The Facilities Master Plan, expected completion date in 2024, will cover the years 2024 – 2043 and will require periodic updates. This plan will incorporate an understanding of the College, outline current planning objectives, project future needs, and lay the groundwork for implementation. Sustainability is an integral component of all facilities planning.

The comprehensive Facilities Master Plan is a living document that provides a long-range planning framework for the College and the flexibility to accommodate changes in future conditions. Used as a mechanism for strategic planning, the Facilities Master Plan supports the College in responding to and addressing the educational needs of students, support for faculty and staff, and future program growth and development. The Facilities Master Plan also drives the expansion of facilities such as the Pico Complex and Pico Village classrooms, The Early Childcare Center (ECE), and currently under construction or design facilities such as the Math and Science Complex, the Malibu Campus, and the Art Building.

B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Though separated by short distances, the Main Campus and the satellite sites operate as a single system, thus facilitating the ability of the College's support programs, including the Facilities Management Office, the Santa Monica College Police Department (SMCPD), and other groups, to maintain sufficient control over all sites. The following pages outline the College's effort to ensure access, safety, security, and a healthy learning and working environment.

Access

The College provides the necessary physical resources to ensure that students from a variety of backgrounds have access to high-quality education. This includes providing sufficient physical access by addressing the access needs of students and faculty by the Americans with Disabilities Act (ADA), ensuring that there is adequate parking, and helping students travel to and between college sites ([IIIB1 1 SMC Parking Spot Identifier](#); [IIIB1 2 SMC Access Ramps](#)). With the opening of the Student Service Center in 2018, which contains 499 parking spaces, SMC now has an adequate supply of parking for students and staff.

The College has established community partnerships with the Big Blue Bus, which is the City of Santa Monica's public mass transit provider: The Big Blue Bus provides bus transportation on any line at any time for all students who pay the Student Benefits fee, faculty, and staff. The Big Blue Bus serves much of the west side of Los Angeles, with lines extending east as far as downtown Los Angeles. The College also has become an initial participant in the new LA County Metro Go Pass program, which provides free transportation to students on most LA County transit divisions. This participation was made possible at no additional cost to the District because of the existing contract with Big Blue Bus.

The City of Santa Monica coordinated with other regional governmental entities to open the Exposition (Expo) Light Rail Line also in 2016. It provides additional transportation options to and around Santa Monica and offers multiple commuting options for faculty staff and students. The 17th Street station is named for SMC.

Safety

Safety & Risk Management (S&RM) is responsible for the overall safety of the Santa Monica Community College District. Since 2016 we have seen many changes to our Safety & Risk Management Department, from new leadership to the implementation of several innovative programs.

The Director of Safety and Risk Management (S&RM) has extensive experience in environmental and occupational health and safety, which enables the District to meet this standard with personnel qualified professionally in safety protocols, processes, and systems. The College was effectively able to meet this standard, even throughout the challenges posed during the pandemic, as evidenced, in part, by the majority positive response of 851 employees on survey items related to SMC's ability to bring employees back to work on campus safely ([IIB1 3 SMC www.smc.edu/administration/instructional-research/documents/Final Employee Return to Ongoing Results 20210409.pdf](http://www.smc.edu/administration/instructional-research/documents/Final_Employee_Return_to_Onground_Results_20210409.pdf)).

In addition, the College made significant additions to plans and processes. One of the main changes since 2016 was the creation and implementation of the Injury and Illness Prevention Plan (IIPP), which is overseen by S&RM. The IIPP is the umbrella safety document for campus safety programs and most importantly dictates responsibilities towards safety for all levels of the organization. One of the main concepts of the IIPP is to continuously evaluate hazards and implement safety protocols for those hazards. This has helped establish a safety culture on campus. In addition to the IIPP, other safety programs we have implemented include the safety shoe program, the hearing conservation program, an ergonomics program, and a respiratory protection program ([IIB1 4 SMC IIPP 2019](#)).

There are several safety programs the College is working to improve. In 2022-23, Lockout/Tag-out (LOTO), the Bloodborne Pathogen Exposure Control Plan, and the Personal Protective Equipment program will be fully implemented. Lockout/Tag-out is a program that establishes procedures to safeguard workers from the release of hazardous energy. Bloodborne Pathogen Exposure Control Plan minimizes risks to the college community from exposure to human blood, blood products, and other potentially infectious materials. The Personal Protective Equipment Program (PPE) is an equipment program to minimize exposure to hazards that cause serious workplace injuries and illnesses. These programs already have functionality at SMC but full implementation will formalize the program from written plan to daily management.

The college tracks injury rates across all departments and focuses on areas that have repeat injuries. When injury trends are observed, a job hazard analysis is conducted, through a team approach, to identify the high hazard tasks and implement safety controls for those tasks. Once the job hazardous analysis is completed, the recommended safety controls are implemented and training on the new process is provided ([IIB1 5 SMC JHA](#)).

In 2023, the College expects to implement a centralized online inspection program, where staff can start tracking campus inspections and campus safety meetings, which will allow the College to focus on leading indicators and help evaluate the effectiveness of the safety program. A combined analysis of leading and lagging indicators is considered a best practice in determining the impact of a safety program.

Another improvement relates to the management of SMC's hazardous materials and Hazard Communication Program compliance. Our staff understands the importance of chemical safety

and knows how to look at container labels and Safety Data Sheets (SDSs) to find chemical safety information. SDSs are now stored online and are categorized by building and room location. Additionally, there is a secondary chemical container labeling system ensuring hazard communication compliant labels are used on secondary storage containers. Staff also works closely with Clean Harbors Waste Management as well as local enforcement agencies to ensure that Hazardous waste is handled in a timely and proper manner. Specific training is provided to those groups which handle hazardous materials and hazardous waste. Hazardous material and waste training included proper documentation, waste handling and preparation. Further details of hazardous safety controls can be found in the College's Mitigation Plan ([IIIB1_6 Hazard Mitigation Plan](#); [IIIB1_7 HMI Inspection Report](#); [IIIB1_10_Hazcom_Training](#)).

COVID-19 Response

The Superintendent/President established an Emergency Operations Team in response to the COVID-19 pandemic. This team involved the Vice President of Student Affairs, the Chief of Campus Police, the Associate Dean, Health and Wellbeing, the Director of Risk Management and the Director of Facilities Management. This lead group provided expertise in developing COVID-19 campus safety policies, creating, and implementing COVID-19 safety training, and implementing a team-based approach for creating COVID-19 safety plans for our departments, performances, and events. The EOT (Emergency Operations Team) continuously evaluates guidelines from the CDC (Centers for Disease Control), California Department of Public Health, and LA County Public Health to create policies for the SMC campus community. This has been an arduous process due to rapid changes in agency guidelines, but our EOT has been able to manage the changes and pivot quickly ([IIIB1_9 SMC COVID Safety Plan](#); [IIIB1_10 Safety Training Announcement](#)).

At the start of the pandemic in March 2020 the College quickly and effectively pivoted to offering all class instruction and student services remotely. The College created and implemented a mandatory, online COVID-19 safety training program for SMC employees to return to campus, before returning to campus all SMC employees must complete this training. Safety training lays the foundation for understanding COVID-19 hazards and implementing safety controls. This training is five hours, and covers COVID-19 safety, how to research COVID-19 guidelines, the importance of a safety plan, how to control the hazard, training on the importance of the Injury & Illness Prevention Plan, training on ergonomics, Hazard Communication and the importance of mindfulness towards safety ([IIIB1_11 COVID Safety Training](#)).

The College's COVID-19 response incorporated a team-based approach to safety planning. Each administrative department, academic department, performances, filming shoots, and campus and athletic events all use a team-based approach for creating a safety plan. The safety plan is a template document that assists in analyzing all the tasks that are present in a department, a look at which hazards are associated with those tasks, and an evaluation of what safety controls would be necessary to control those hazards. This approach will continue to be useful and effective in a post-pandemic environment.

A team conducts a walk-through of each department's processes, or each activity in an instructor's classroom, and determines how to control the hazards associated with each of their

tasks. The information learned from the walk-thru is then transferred into the safety plan. The teams consist of the managers, classified staff and faculty, and members from our Emergency Operations Team. A team approach provides a diverse set of perspectives for controlling COVID-19 safety hazards. By making safety plans this way, the College created a plan specific to the location. This level of collaboration creates an interactive approach for greater outcomes than one campus-wide general policy.

Early in the pandemic, the College created a centralized process for managing PPE (Personal Protective Equipment) campus wide. The receiving department manages and tracks all the PPE inventory ([IIIB1 12 PPE Inventory](#)). Requests for PPE are sent to Safety & Risk Management for approval. Procurement evaluates PPE inventory levels weekly and closely monitors shipments.

The College provides training to maintain the safety and security of the campus community. There are active Emergency Response Teams that are trained in disaster response. The College also has a Building Monitor Training Program for staff and faculty members that monitors active Emergency Response Teams that are trained in disaster response. These emergency response teams are in place for the safety and security of the College's infrastructure, assets, students, faculty, staff, and visitors. The current pandemic has strengthened long-term emergency management protocols and information sharing with all constituencies on campus.

As part of the College's emergency preparedness planning, the Emergency Preparedness Committee, which included the ADA/504 Compliance Office, conducted a comprehensive review of the College's emergency evacuation procedures. Based on the results of this review, the District's ADA evacuation plan was updated to ensure compliance with ADA guidelines for individuals with disabilities ([IIIB1 13 EP Committee Agenda](#); [IIIB1 14 Emergency Evacuation Plan Procedures](#)).

Security

The Santa Monica College Police Department continues to train with the City of Santa Monica Police in emergency response and preparedness. Most notable are training in response to active shooter response to civil unrest, and most recently, pandemic protocols.

The Emergency Procedures Guidebook and the dedicated website for emergency preparedness are consistently updated with tools, tips, and updates specific to the needs of the campus community ([IIIB1 15 Emergency Procedures Guidebook](#)). Security concerns are also reported through an annual security report by the Clery Disclosure Act, mandated by the Crime Awareness and Campus Security Act of 1990 ([IIIB1 16 Clery Report](#)).

The Emergency Preparedness Committee, as well as other groups on campus, also conducts presentations both internally and externally on physical security and life safety. The College has developed pamphlets for Student Safety that are distributed college-wide. The College also has information on the college website about emergency preparedness for both students and faculty, entitled Student Took Kit and Faculty & Staff Took Kit. These kits include instructional videos, an emergency checklist, and information on how to schedule training. The SMCPD has also developed a uniformed cadet program to increase the physical presence of the police department on campus ([IIIB1 17 Emergency Preparedness Took Kit](#)). And the

SMCPD has introduced the app Live Safe, available free to all SMC students and staff, which provides real-time notification alerts, and access to SMCPD.

Healthful Learning and Working Environment

The College is committed to creating a healthy learning and working environment, defined as one that is healthy, sustainable, and cognizant of its impact not only on those within it, but also on the community, region, and world. This pledge is articulated in the College's Mission statement, which affirms that *“students learn to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments.”* It is further noted in the College's fourth Institutional Learning Outcome, which states that students will *“take responsibility for their impact on the earth by living a sustainable and ethical lifestyle.”*

The College's Sustainability Department in collaboration with the offices of Facilities Planning and Facilities Management are the primary groups on campus that implement the College's efforts to yield a healthy and sustainable learning and working environment. The College's sustainability planning can be found in the Supporting Goals: Sustainable Physical Environment which are efforts to apply sustainable practices to maintain and enhance the College's facilities and infrastructure including grounds, buildings, and technology. Further evidence includes:

- Zero Waste Events ([IIIB1 18 Zero Waste Events](#))
- Sustainable Transportation Plan ([IIIB1 19 Sustainable Transportation Plan](#))
- Sustainability Department's website ([IIIB1 20 Sustainable Department website](#))

The College also has several non-construction programs designed to yield a healthy and sustainable environment. The College uses its physical resources as a living-learning laboratory that connects facilities planning and management to instructional programs and Institutional Learning Outcomes. Key projects include the following:

- Water Refilling Stations
- Organic Learning Garden
- Green Cleaning Program, which includes the use of environmentally- preferablejanitorial products and equipment ([IIIB1 21 Green Cleaning Program](#))
- Center of Environmental and Urban Studies – a living lab to highlight how buildings can be zero waste, zero net energy, water sufficient, and use innovative building materials ([IIIB1 22 Center For Environmental and Urban Studies](#)).
- Interpretive signs scattered around campus which describe the benefits of projects around campus such as:
 - 75,000-gallon Rain Catchment Cistern
 - worm composting machine
 - Solar PV/Solar Thermal
- Bike lockers are located at the Student Services Center building and the Early Childhood Development Center ([IIIB1 23 Bike Lockers](#))
- 18 level II EV charging ports have been installed at the SSC (Student Services Center) building as well as 6 levels I EV charging spaces have been striped with dedicated outlets

in Parking Lot 3 ([IIIB1 24 EV Chargers](#))

The College has additional policies and practices that focus solely on a healthy learning and working environment. One such policy is the College's Smoke-Free Campus Policy ([IIIB1 25 Smoke-Free Campus Policy](#)). Likewise, the students, faculty, and staff have identified healthy eating as a priority of the College. To assess the impact of these policies and practices, the College conducts periodic College Services satisfaction surveys for students and employees. The result of this survey helps to inform the College's subsequent food vendor selection process by focusing on vendors who offer healthier food options, including vegetarian and vegan choices. In addition, the DPAC (District Planning and Advisory Committee) worked with the Associated Students to implement a Free Lunch Voucher program called FLVR (Free Lunch Voucher) to provide nourishment to low-income students and worked with food vendors to provide healthy options for program participants.

Analysis and Evaluation

SMC meets this standard by being committed to the safety and well-being of its students, faculty, staff, and community partners who visit the campus. Through a multi-pronged approach that includes multiple offices and programs, the College develops and implements policies, processes, and practices to assure safe and sufficient physical resources at all locations. When issues that impede the accessibility, safety, and security of the college community are identified, the College responds quickly and efficiently to mitigate the situation. The College regularly evaluates the effectiveness of campus physical resources through its Facilities Master Plan and Education Master Plan process. Recently, in collaboration with the IT (Information Technology) Department and Campus Police new system upgrades have been put on the table and we are currently looking to upgrade cameras and gateways to enable the college to better access and manage the current system of over 1,300 cameras.

The College also evaluates and updates campus safety through the District-wide Facilities and Safety Committees. There are regularly scheduled emergency preparedness training and drills to ensure that the College community is aware of safety protocols and procedures. With the guidance of the Los Angeles County Public Health Department, the District developed a comprehensive process to ensure that teaching and learning continue amid the COVID-19 pandemic.

B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Santa Monica College engages in comprehensive master planning, complemented and informed by annual program planning, to ensure effective utilization of its physical resources and to

maintain the quality necessary to support its programs and services and achieve its Mission. This collaborative work guides the acquisition, construction, and renovation of college facilities on an ongoing basis. However, the College retains the flexibility to respond to new programming opportunities, external mandates, and unforeseen challenges or concerns.

While the District planning and construction of new facilities is successful at replacing assets that further the Mission of the College, daily maintenance and custodial services struggle at maintaining the consistent quality of the facilities. A combination of lack of staffing, coupled with absentee rates that average 40% a day make it difficult for Facilities Management to maintain facilities at a consistent quality that supports programs and services in achieving their mission. The Facilities Management Department is in the process of developing a Total Cost of Ownership Plan based on Association of Physical Plant Administrators (APPA) standards to provide District planning groups with the data needed to develop a more efficient staffing plan for maintenance and custodial services ([IIIB2 1 APPA TCO Standards](#)).

The College's Facilities team is responsible for the implementation of the Facilities Master Plan, working in conjunction with multiple groups on campus, including the associated planning and decision-making groups, as well as programs and services housed in each facility. This team includes Facilities Planning, which oversees the planning and execution of all new construction and capital projects, Facilities Finance, and Facilities Management, which oversees Campus Operations and Facilities Maintenance ([IIIB2 2 M&O Newsletter](#)).

Technology Equipment Replacement Plan

To address the concerns of aging technology the Business Services and Information Technology departments have implemented a Technology Equipment Replacement Plan (TERP) which plans for the replacement of computers, controllers/switches/amps, document cameras, UPS, projectors, and servers on an end-of-life basis, throughout the campus. The TERP allows the District to plan for large equipment replacement expenditures years in advance ensuring that key technology equipment is replaced regularly to support the Mission of the College ([IIIB2 3 Technology Replacement Plan](#)).

Analysis and Evaluation

SMC meets this standard via maintenance of an aggressive and successful ongoing facilities improvement planning and implementation process. The use of a comprehensive facilities master planning process coupled with annual program review planning assures that the needs of the college community, by program, by department, and collectively, are addressed. Both the master planning process and the annual program review planning ensure that all proposed facility improvements support the achievement of the College's Mission and strengthen the teaching and learning environment. To ensure proper maintenance and operation of a growing campus, the College is working to develop policies and procedures for guiding, documenting, and evaluating departmental performance, including the development of the Total Cost of Ownership Plan – which is currently in development and expected to be implemented during the 2022-2023 academic year – that will help ensure that the College is planning for the ongoing maintenance and upkeep of its new facilities.

B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment regularly, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The College evaluates the feasibility and effectiveness of its physical resources in supporting institutional programs and services through the annual and comprehensive program review process. Evaluation of the College's physical resources responds to two primary questions:

- 1) At a practical level: Is the implementation of facilities planning and management an effective and efficient process?
- 2) At an institutional level: Are the College's physical resources effectively addressing the needs of the College's instructional and student support programs and helping to achieve the Mission of the College?

The offices of Facilities Planning and Facilities Management and the instructional and student support programs review the feasibility and effectiveness of the College's physical resources, each from their unique perspective. These reviews occur on an annual basis as outlined through the program review process. Each program has identified specific evaluation procedures and processes that take into consideration utilization and other relevant data.

Facilities Planning and Evaluation

The goal of the Facilities Planning Office is to provide outstanding facilities to enhance the learning environment, taking into consideration strict state guidelines for building safety, environmental regulations, and sustainability. The office evaluates the effectiveness of its efforts in meeting this goal through feedback from institutional planning bodies, including the DPAC Facilities Subcommittee ([IIIB3 1 DPAC Facilities Agenda 3-2022](#)).

Maintenance Planning and Evaluation:

The Facilities Management Department maintains the infrastructure necessary to create a safe and inclusive learning environment. As part of the Facilities annual program review, work requests tracked by operational areas are utilized and analyzed to determine how to effectively manage internal resources. The operational areas are (1) mechanical, (2) construction, (3) custodial, and (4) grounds. The Facilities Management Department has updated its webpage to allow quicker access to maintenance information and a link to the work order system and the newly created Custodial Reporting Tool ([IIIB3 2 Maintenance Annual Program Review](#); [IIIB3 3 Facilities Management Department Webpage](#)).

Instructional and Student Support Review of Physical Resources:

Instructional programs and student support services are responsible for evaluating the degree to which the College's physical resources are meeting program needs through the program review process, specifically by identifying 1) issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year and

2) additional capital resources (facilities, technology, and equipment) that are needed to support the program as it currently exists. These responses are considered through the institutional planning processes and serve as the best assessment of the feasibility and effectiveness of the College's physical resources in achieving the Mission of the institution.

Through careful planning, the College has been able to maintain the principles and bring to fruition the goals outlined in the Comprehensive Facility Master Plan. The College evaluates the effectiveness of its physical resources through a variety of tools that includes feedback from end-users, utilization reports, response times, and responses to state requirements. Data and information from multiple sources form the basis for assuring the effectiveness of the College's physical resources to support the teaching and learning environment. The College's processes and structures are robust and consistently updated.

Analysis and Evaluation

SMC meets this standard with safe and sufficient physical resources that support and assure the integrity and quality of its programs and services for all campus locations. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support programs and services provided by the College.

B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

As mentioned in IIIB.2, the Facilities Management Department is developing a Total Cost of Ownership Plan to keep an updated record on the "actual cost" of its current and new facilities and equipment and to ensure proper staffing of maintenance and custodial personnel are maintained to keep the facilities at a constant quality. This plan recognizes that while the cost of capital construction represents a large cost in a fleeting period, the costs to maintain and operate a facility will continue annually for at least 50 years. As such, the College must understand and budget for its facility operations.

The Total Cost of Ownership Plan, once approved by the college community, will be implemented into the College's capital planning process, both for new construction, as well as in major renovations, implementation of new equipment, technologies, systems, and other improvements that will have a significant impact on the College's physical resources.

Technology Equipment Replacement Plan

An often overlooked but vital concern is the maintenance and regular replacement of technological equipment included in new facilities. The Business Services and the Information Technology Departments have implemented a Technology Equipment Replacement Plan (TERP) which plans for the replacement of computers, controllers/switches/amps, document cameras, UPS, projectors, and servers on an end-of-life basis, throughout the campus. The

TERP allows the District to plan for large equipment replacement expenditures years in advance ensuring that key technology equipment is replaced regularly to support the Mission of the College ([IIIB4 1 Technology Replacement Plan](#)).

Analysis and Evaluation

SMC meets this standard. The College has conducted an initial review of its staffing patterns and the quality of its performance. In the coming years, the College will be adding additional square footage and is planning for this expansion now. The administrative organization with highly-qualified leaders, the committee decision-making and communication process, and the program review process—ensures that the needs of programs and services are considered to reflect new facilities and equipment needs for the long-term capital improvements

Conclusion on Standard III.B. – Physical Resources

Santa Monica College effectively uses its physical resources to achieve its mission to improve academic quality and institutional effectiveness. The district Facilities and Maintenance Operations assure safe, accessible, secure, welcoming, and sufficient physical resources in support of learning and conducive for student services through effective planning, building, acquiring, and maintenance of facilities and equipment. Santa Monica College’s strategic long-range plans align with identified improvement goals and reflect the total cost of ownership.

Improvement Plan on Standard III.B. – Physical Resources

The College is developing a plan to reduce absenteeism and build morale among the Maintenance & Operations staff members. This will need to be comprehensive and ongoing.

IIC Technology Resources

C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

SMC's technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the College's management and operational functions, as well as the academic programs, teaching and learning, and support services offered. Each of these areas is addressed below and collectively support the College in fulfilling its mission.

Technology services

SMC's Technology Services are delivered by a centralized Information Technology (IT) department consisting of over forty professionals organized into four teams: Network Services, Technical Support Services, Academic Computing, and Management Information Systems

([IIIC1 1 IT OrgChart](#)). These teams are described in in the IT Program Review ([IIIC1 2 Prog-ram Review](#)). Collectively, these teams manage the college’s technology resources to adequately support the mission of the College. A five-year IT Staffing Plan was developed in March 2020 with the assistance of BerryDunn consultants to help address the changing roles of IT and provide a roadmap for IT staffing needs ([IIIC1 3 Staff Plan](#)), and most of the recommendations have been followed to date. Peer benchmarking was completed as part of the IT Staffing Plan comparing SMC with four other California Community Colleges and Educause averages taken from a 2017 Core Data Service survey ([IIIC1 4 Peer Benchmarking](#)). Key takeaways show SMC is closest to the average of total central IT FTEs and SMC has more educational Technology Services IT FTEs per 1,000 institutional FTEs than all the peer institutions, including the EDUCAUSE average.

Professional Support

A tiered escalation ticketing system is used to support the institution’s management and operational functions, academic programs, and teaching and learning. This model allows for support using email, chat, phone and in-person assistance as needed. The escalation process follows the district’s Service Level Agreement (SLA)([IIIC1 5 SLA](#)). The purpose of the SLA is to establish service expectations, set standards and define a best-practice approach to supporting technology resources. The agreement represents an understanding between SMC IT and end users. IT uses this agreement as a measurement of effectiveness for the services provided with the intent of continuously improving overall performance. IT Managers are notified when a request does not follow the SLA because of timeliness. This report serves as a key performance indicator and a valuable assessment tool for IT Managers to follow the continuous improvement model ([IIIC1 6 SLA Report](#)).

Facilities

A complex array of standardized network infrastructure provides a robust and resilient networking experience to support the institution’s management and operational functions, academic programs, teaching and learning, and support services. All facilities are network-enabled by two separate incoming 10 GB internet circuits. These circuits follow disparate paths providing network diversity and resiliency. The enterprise network at SMC consists of over 5,000 wired endpoints and a wireless network of over 400 access points providing coverage throughout the district. The disparate 10 GB internet circuits also support a primary data center located on the main campus and a secondary data center located at the Center for Media and Design campus, used for disaster recovery and business continuity.

A recent survey found that students rated wireless availability 3.55 out of 5 ([IIIC1 7 Wifi Access](#)). As a result of the survey, IT added an additional 20 access points at Bundy campus and several outdoor access points. ([IIIC1 8 Wifi Coverage](#)).

A Network and Wireless standard is followed to ensure established specifications when equipment is purchased and refreshed. The Technology Master Plan (TMP) establishes a framework to support the Facilities Master Plan to support the successful deployment of technology infrastructure, hardware, and instructional technologies needed for construction projects ([IIIC1 9 TMP p11](#)).

Hardware and Software

The College maintains an extensive inventory of standardized hardware and software to support the institution's management and operational functions, academic programs, teaching and learning, and support services. This includes approximately 4,500 desktop and laptop computers, 252 technology enhanced classrooms, 20 computer labs, 32 technology-enhanced conference rooms, a virtualized server environment with 67 physical servers and 220 virtual servers, 2,500 IP telephones, 100 Campus Police radios and 1200 security cameras and over 120 academic programs software applications ([IIIC1 10 AA Software List](#)).

In addition to on-premises systems, the College has a strategy of assessing cloud services as infrastructure is refreshed. Prioritizing cloud solutions, when possible, to improve scalability, flexibility, and business continuity is a guiding principle in the TMP ([IIIC1 11 TMP](#)). Currently, SMC is using cloud services for email, backups, storage, device management, endpoint security, website hosting and our Learning Management System (LMS), Canvas, to name a few.

As the number of client-server applications requiring authentication has grown, IT standardized a SAML-based single-sign-on solution. This simplifies the login process and password management for end-users. Delivering technology solutions that are intuitive and accessible for all students, faculty, and staff is a guiding principle in the TMP ([IIIC1 12 TMP](#)).

Management and Operational Functions

All managers and operational staff are issued a district standard networked desktop computer, IP Telephone, and access to printing and peripheral devices. Standardized software including Microsoft Office 365 and Adobe Suite are pre-installed on all computers. Managers and approved staff have access to Citrix Workspaces to provide remote connectivity into SMC's computing environment. This system allowed the college to remain operational throughout the work-at-home requirements of COVID-19.

Business & Administration and Human Resources utilize the services of Los Angeles County Office of Education (LACOE) for financial, payroll and human resources functions. LACOE is currently undergoing a large-scale upgrade from its legacy PeopleSoft system to a modern system from CGI. Business and Administration went live on the new system on July 1, 2021. Human Resources plans to go live on the new system in 2023.

Academic Programs, Teaching and Learning

A 2019 IT Assessment found that Faculty often bring their own laptops to class and have little use for the desktop computers that are provided ([IIIC1 13 Fac Laptops](#)). As a result, the district's Technology Equipment Refreshment Plan (TERP) was updated in 2021 to provide faculty with the option of selecting a laptop as computers are replaced.

As a result of the shift to a remote learning environment because of Covid-19, Chromebooks were purchased to ensure students, faculty and staff could continue working, teaching, and learning. They are made available to check out on a semester basis. In addition, a drive-up WiFi area was established in the parking lot of Bundy to provide coverage for students unable to access the Internet from home.

Nearly all classrooms are equipped with a fixed LCD projector, computer, document camera and source controls. A small number of classrooms (as a result of physical limitations) follow a minimum technology standard consisting of a mobile smart cart with laptop, projector, and document camera. An IT Assessment conducted in 2019 reported classroom experiences are not consistent across campus ([IIIC1 14 Classroom Assessment](#)). To address these inconsistencies and standardize the classroom technology experience, the College has now included classrooms as part of the TERP. This change occurred as a result of moving Media Services from Academic Affairs to the IT department in 2018.

To expand the use of campus computer labs, IT made access to lab software available for remote access using Microsoft Azure Windows Virtual Desktop. This allows students to access course software anytime and from anywhere. This cloud-based service was invaluable when the district was forced to move to a remote learning environment during the pandemic. The adoption of emerging technology trends for an outstanding student experience was identified in the TMP ([IIIC1 15 TMP](#)).

In 2016, SMC migrated its distance learning platform to Instructure's Canvas LMS. Faculty and student support is provided by SMC's Distance Education department. Additionally, 24/7 phone support is provided by Canvas. The Canvas LMS allowed SMC to successfully pivot all course offerings to online learning during COVID-19.

The Bachelor of Science Interaction Design program has an elevated technology standard to support the needs of this high-end program. The program is housed at the recently constructed Center for Media and Design. The classrooms and labs at this location offer several high-end client software applications. IT, Academic Computing Technicians, Academic Affairs, and Laboratory Technicians support the needs of this program ([IIIC1 16 Specs](#)).

Support Services

The student support functions at SMC are supported by the District's homegrown Student Information System (SIS) software, Web ISIS (Integrated Student Information System) and a commercial Financial Aid module using Ellucian's Banner software. In addition to the custom created and maintained software ([IIIC1 17 WebISIS Inventory](#)), several third-party software applications interface with Web ISIS ([IIIC1 18 Integrations](#)). As part of SMC's Redesign of the Student Experience (or Guided Pathways), the College has integrated Starfish (Early Alert) with the SIS to facilitate a more holistic approach to student support services.

Standalone Student Support Services software applications are supported to address department specific needs. The 2019 IT Assessment identified the need to eliminate several manual processes ([IIIC1 19 Assessment Processes](#)). Since then, automated electronic forms with electronic signatures are being used to eliminate the need for students to appear at the Admissions and Records Office. Additionally, measures are in place to utilize QLess software, a queue management software and appointment scheduling system, as an effective solution to scheduling appointments, minimizing wait times and managing queues.

A live and automated chat bot was implemented in 2019 to further assist students with frequent

questions and issues. Currently, Admissions and Records and Academic Computing staff provide real-time chat assistance from the SMC.edu website. During off-hours, students submit questions and responses are generated by an automated chat bot. Students have an opportunity to request a response from a staff member if the bot does not successfully answer the question.

In 2021, a new version of the SMC Go mobile app was released. Using the app, students can access the Ask Pearl chat bot, find quick links, find classes, send messages using channels, discover events and workshops, explore Student Life opportunities, and locate important programs and services. And the College recently launched BankMobile for financial aid disbursement and iParq for parking permits, thus automating previously manual processes.

Analysis and Evaluation

SMC meets this standard in that the college's technology services, professional support, facilities, hardware, and software support the institution's management and operational functions, as well as the academic programs, teaching and learning, and support services offered. The recently completed district-wide IT Assessment produced recommendations and next steps for the College to consider as it plans for future technology needs. These findings are included as part of the basis for the Technology Master Plan (TMP), discussed in detail in III C 2. Because the Guided Pathways framework requires "at-scale" changes in student support, additional or enhanced technological tools are necessary for full implementation at a college of this size. The College is currently exploring and assessing several of these tools via various cross-functional, cross-hierarchical inquiry teams. A significant challenge to acquiring these tools has been the homegrown nature of the current Web ISIS and the lack of adequate ERP alternatives currently on the market. This is discussed further in IIIC.2 below.

C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

A continuous cycle of evaluating inputs (District plans and initiatives, TMP, campus input, program review, and assessments) ([IIIC2 1 Annual Reports](#)), ensures SMC's technology infrastructure, quality and capacity are adequate to support our mission, operations, programs, and services ([IIIC2 2 Planning Cycle](#)).

The recently completed District-wide Information Technology Assessment ([IIIC2 3 IT Assessment](#)), and the TMP ([IIIC2 4 TMP](#)) were the result of a DPAC Action Plan identified during the annual planning cycle ([IIIC2 5 Action Plan](#)). Development of the plan was a collaborative process that engaged over 900 participants from across the district, including administrators, faculty, students, and staff. This process involved stakeholders in multiple ways, including on-site focus groups, interviews, strategic planning work sessions, and an online survey. The TMP is updated annually as part of the planning cycle

[\(IIC2 6 Plan Update\)](#).

The TMP includes a vision for modern and reliable technology ([IIC2 7 Technology Vision](#)). As part of this vision, several initiatives and associated projects were identified to ensure technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. Each initiative links to the College's Strategic Initiatives. These initiatives include planning for administrative systems, implementing a refresh cycle for infrastructure and equipment and supporting the Facilities Master Plan.

Planning for Administrative Systems

In 2018, a campus-wide assessment was conducted to review the current state of the student, finance, and human resources technology infrastructure and processes ([IIC2 8 ERP Assessment](#)). The assessment included a document review, in-person interviews and focus groups with staff, faculty, administrators and students, and a review of the various systems that service the constituencies across the District. Based on the assessment, a recommendation was made to plan for the replacement of SMC's homegrown system, Web ISIS, for a commercially viable Enterprise Resource Planning (ERP) system. A Steering Team was established to explore options for engaging a consulting firm to assist in the selection of a new ERP system. Additionally, the TMP provides a framework to plan for a new ERP ([IIC2 9 ERP Plan](#)). However, the pandemic forced a delay for this initiative. In the absence of a new ERP, the District will sustain Web ISIS until a new ERP is available and implemented. This two-year project consists of the conversion of approximately 800 legacy Oracle Forms and reports to a modern web-based solution. The hardware used for Web ISIS was upgraded in 2017 and will be replaced again in 2022 as part of the Data Center Refresh. User authentication was upgraded in 2020 to integrate with Active Directory. Multi-factor Authentication was enabled for staff members accessing student records to harden security of the system.

Implementing a Refresh Cycle for Infrastructure and Equipment

The College maintains a Refresh Cycle for Infrastructure and Equipment ([IIC2 10 Infrastructure Refresh](#)). The network core routers were replaced in 2018. The main campus network circuit was upgraded from 1 GB to 10 GB and a secondary 10 GB network circuit was added at the Center for Media and Design. Firewalls were replaced in 2020 to accommodate 10 GB network capacity and to protect critical infrastructure from intrusions. In 2020, as the College was forced to pivot to online work-at-home and online learning modalities, Citrix Workspaces environment was expanded to allow for capacity increase from approximately 100 concurrent users to over 2,000 concurrent users. Projects currently underway include a Data Center Refresh, expanding the Disaster Recovery site at Center for Media and Design, a phone system upgrade and access control/ security camera upgrades. All technology equipment, computers and classroom technology replacements follow the district's TERP ([IIC2 11 TERP](#)). This plan receives budget priority to ensure technology quality and capacity are adequate to support the District's mission, operations, programs, and services. On average, computers and classroom equipment are replaced every seven years. Specialty labs at the Center for Media and Design and the Bachelor of Science Interaction Design program lab are refreshed every five to seven years.

Supporting the Facilities Master Plan

In support of the Facilities Master Plan, IT works closely with Facilities Planning to ensure new construction projects follow District technology standards for network infrastructure, office, and classroom technology ([IIC2 12 Facilities](#)). District technology standards were used for the recently completed Center for Media and Design, Core Performance Center, Pico Village, Pico Classroom Complex, and Early Childhood Lab School. Currently, there are several building projects underway including Malibu Campus, Math & Science, and Art. IT is involved throughout the planning and construction phases and provides updated technology specifications as technology is purchased for the projects.

Analysis and Evaluation

SMC meets this standard by applying the continuous planning model of assessing inputs, development and review to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. The TMP aligns with the strategic initiatives and objectives established by the District. Annual updates to the plan inform decision making.

C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The guiding principle of IT is to ensure that SMC students, faculty, and staff have equal access to technology services and support regardless of location or technical proficiency in the TMP, at all locations at which SMC offers services ([IIC3 1 Locations](#)).

Access

All locations are network enabled using a combination of City of Santa Monica leased fiber and two Corporation for Education Network Initiatives in California 10 gb Internet circuits. Technology is updated at all campus locations using established district standards and follow the TERP.

All programs and services at each location have access to the centralized IT Help Desk. When needed, IT staff members are dispatched to locations. Faculty, at all locations needing immediate classroom technology assistance, have access to the Media Services Hotline by using classroom phones.

Safety

To ensure the health and safety of all students, faculty, and staff during the pandemic, SMC implemented a vaccine requirement at all district locations. IT's MIS programming team created a software application to collect and manage vaccine cards. The application may be used at any of the campus locations.

Every college classroom is equipped with a standard IP telephone that may be used to call

Campus Police or 911. Every phone is equipped with an enunciator to hear important safety messages sent by Campus Police using an emergency notification system. This type of notification is also sent to every District computer, and outdoor speakers throughout SMC's locations. Brightly lit emergency phones are located at each location for Campus Police and 911 notification. These phones are also networked to the District's emergency notification system for public address messages.

The district has over 1,200 security cameras dispersed throughout all locations for added safety and deterrence. Viewing and recording of the cameras is centrally located at the Campus Police Dispatch Center. Access control is managed using network enabled door locks at each location. Campus Police schedule, monitor, and control access of the locking and unlocking of doors at each location while IT supports the infrastructure for these systems. SMC implemented the LiveSafe mobile app for use at each district location for personal safety. The app provides a quick, convenient, and discreet way to communicate directly with SMC safety officials, enhancing overall safety and allowing SMC Police to better serve and protect.

Security

Network Services maintains the security of the network using recently upgraded firewalls and conducts network security scanning on an ongoing basis. All District computers have IT enabled endpoint protection using Microsoft Advanced Threat Protection. The Information Systems Security Officer ensures National Institute of Standards and Technology cybersecurity best practices are followed at each location.

Vision statement 2 of the TMP identifies the need for a "Planned and Secure Technology Environment" ([IIIC3 2 Secure Environment](#)). Initiatives for developing an information systems security program, establishing business continuity, and a Disaster Recovery plan are outlined in the TMP. Several associated projects are also identified including a Security Breach Response Plan, regular security assessments and third-party audits, phishing assessments conducted by the Chancellor's' Tech Center and self-service password management/multi-factor authentication.

Analysis and Evaluation

SMC meets this standard by assuring that technology resources, including staff and equipment, at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. SMC provides the same level of access, safety, and security to all District locations equally by applying the District's IT SLA, and established technology purchasing standards. For efficiency and security, several systems and services are centralized at the main campus and equally distributed out to each location. The College is responsive to technology security threats as well as proactive in attempting to predict new threats to safety and security.

C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its

programs, services, and institutional operations.

Evidence of Meeting the Standard

Faculty, staff, students, and administrators have several synchronous, asynchronous, online, and in-person opportunities for instruction and support in the effective use of technology and technology systems related to its programs, services, and institutional operations.

All college employees have access to the California Community Colleges Chancellor's Office Vision Resource Center where they can view professional development content, find helpful resources for approaching college work, and connect with colleagues across the state in online communities. The Vision Resource Center provides access to content for the effective use of technology from several sources including LinkedIn Learning and Skillsoft. SMC is a fully integrated college with Vision Resource Center's Cornerstone platform ([IIC4 1 VRC](#)). At the start of each semester, Academic Computing schedules in-person classroom technology training sessions with faculty. The sessions help faculty become comfortable with classroom technology. A quick guide to assist faculty with the effective operation of media equipment is provided in every classroom along with a phone hotline to the Media Services for immediate assistance with instructional technology ([IIC4 2 MediaQuickGuide](#); [IIC4 3 Media Training](#)).

IT manages an open Faculty/ Staff lab to provide in-person technology group training and one-on-one instruction in the effective use of technology. IT also provides online training using Zoom, and there are several instructional guides available at SMC.edu on the effective use of technology and technology systems. Recent training and guides include Multi-factor Authentication, using Microsoft Teams, and Microsoft Find Time ([IIC4 4 Fac Staff Guides](#)).

During the 2019 Technology Assessment, students expressed that they do not know where to go or whom to ask for technology instruction. Overall, students rated their satisfaction with technology training 3.38 out of 5 ([IIC4 5 Student Training](#)). In response, IT included a vision for providing an Outstanding Student Experience in the TMP. To align with this vision, IT expanded its support model for students to include an IT Student Help ticketing system, phone support and a chat bot supported by Academic Computing ([IIC4 6 Student Experience](#)). Additionally, students receive technical support and training at over 20 computing labs located across SMC campuses ([IIC4 7 Labs](#)).

Areas of the smc.edu website, including Direct Connect and SMC Resources provide students with a vast array of technology instruction guides and support for technology resources ([IIC4 8 Direct Connect](#), [IIC4 9 DE Page Students](#)). Canvas phone support is available 24/7 for both faculty and students. The Distance Education department provides training sessions and one-on-one consultations to support educational technology integrated into Canvas for a variety of delivery modalities. Canvas phone support and chat are available 24/7 for both faculty and students. Additionally, all faculty are enrolled in *Canvas Central*, a regularly updated online course shell that provides robust faculty training resources and support for using technology applications within Canvas.

Information Technology receives well over 10,000 help desk requests each year. All IT staff members actively resolve help desk requests daily. IT staff identified the guiding principle of Professionalism and Integrity during the development of the TMP to show their commitment of support ([IIIC4 10 GP Support](#)). At the conclusion of each support request, constituents have an opportunity to rate on a scale of 1-5 stars if the request was resolved in a timely fashion, if the IT support technician was professional and helpful, and if the technical issue was resolved to their satisfaction. To date, over 616 responses have been submitted with an overall rating of 4.88 out of 5 ([IIIC4 11 Help Survey](#)).

Analysis and Evaluation

SMC meets this standard by providing training, detailed user-guides, online instruction, and effective support in technologies across the campus for faculty, staff, students, and administrators. By offering a number of formats for the SMC community to access instruction and support for technology, individuals are empowered to choose how to access resources. These resources are consistently monitored, updated and enhanced.

C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Santa Monica College has appropriate Board Policies and Administrative Procedures in place to guide the use of technology in the teaching and learning processes. Included below is a list of evidence of these policies and procedures.

- BP 3720: Computer and Network Use provides the outline to establish administrative regulations that provide guidelines to students and employees for the appropriate use of information technologies ([IIIC5 1 BP-3720](#))
- AR 3720: Computer and Network Use describes the general regulations covering the use of technology computing facilities ([IIIC5 2 AR 3720](#))
- BP 2515: District Planning and Advisory Council and AR 2515: District Planning and Advisory Council create the body primarily responsible for making recommendations to the Superintendent/President and the Technology Planning Committee is a sub-committee of DPAC ([IIIC5 3 BP 2515](#); [IIIC5 4 AR 2515](#))
- Student Computer Use Policy describes appropriate use by students ([IIIC5 5 Student Comp Policy](#))
- All district Board Policies and Administrative Regulations are publicly available on the SMC website ([IIIC5 6 Board Policy Manual](#))

Analysis and Evaluation

SMC meets this standard by virtue of Board Policies, Administrative Procedures, regulations, and additional guidance on the appropriate use of technology in the teaching and learning processes. All policies are available on the SMC website.

Conclusions on Standard III C: Technology Resources

Santa Monica College effectively uses its technology resources to achieve its mission and to improve academic quality and institutional effectiveness. Technology services, support, facilities, hardware, and software adequately support SMC's operational functions, academic programs, teaching and learning, and support services. The College continuously plans for, updates, and replaces technology to support its mission, operations, programs, and services while providing adequate technology resources that are implemented and maintained to assure reliable access, safety, and security. Appropriate technological instruction and support for faculty, staff, students, and administrators are provided as are policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Improvement Plans

The College is working on the following improvements:

- **Environmental Controls:** Improvements need to be made in the district's Main Distribution Frame (MDF) to ensure temperature control, humidity control, and fire suppression systems are reliable to protect data assets. Redundancies need to be in place when primary environmental controls fail.
- **Cybersecurity Framework Compliance:** Foundational computer security program, policies, plans and trainings need to be implemented district-wide to protect electronic data, digital assets, and network infrastructure from internal and external security threats.
- **Enterprise Resource Planning:** Continued progress needs to be made toward the selection and implementation of a new Student Information System to replace the legacy homegrown system.
- **Redesign/Guided Pathways:** The technology required to successfully achieve the goals and objectives of the SMC Redesign/Guided Pathways needs to be identified and implemented, including additional third-party software integration.

Standard III D: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Planning

D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with

integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Reserves Balance

Through careful budgeting and planning, SMC has maintained sufficient reserves that meet or exceed the standard 5% set by the California Community Colleges Chancellor's Office for the past 15+ years ([IIID1 1 Reserve Level](#)). This has been accomplished despite several years of economic uncertainty at the State level, and declining enrollment. In 2021-22 SMC reserves were at 22.65% and have consistently met or exceeded Board of Trustee goals ([IIID1 2 2021-2022 Board-Goals-and-Ongoing-Priorities](#)) and has enabled strategic movement in times of crisis, or to enhance or expand existing programs ([IIID1 3 Tentative Budget-6-1-2021](#)).

Planning and Distribution of Resources

SMC Business Services division conducts rigorous reviews of budget results on a monthly basis, and reports to the Board of Trustees and various constituent groups quarterly. ([IIID1 4 11-2-2021 Quarterly Budget Report](#); [IIID1 5 2021-22-ProjQ1BudgetPresentation](#)) This enables the College to deal with any arising problems early and efficiently. These reviews include regular projections three to five years out, which fosters strategic financial planning. The SMC Budget Office monitors carefully the State economic projections, as provided by the Chancellor's office. Other useful information includes enrollment projections, national economic data, and employment data ([IIID1 6 Joint Analysis](#)).

One example of such planning was the adoption of the 2020 Supplemental Retirement Program (SRP), which resulted in the early retirement of 97 staff members, producing budget savings of more than \$8 million over five years. This program was carefully considered by the DPAC Budget Committee, which comprises faculty, classified staff and administrators, before approval by senior staff and then the Board of Trustees. Beyond the initial planning, subsequent financial results are reported to these groups regularly, clearly showing and explaining any deviations from the plan ([IIID1 7 SRP board minutes](#)). The SRP freed up resources for SMC to enhance educational programs and improve overall institutional effectiveness.

These freed-up resources enabled the acquisition of 4,000 Chromebooks purchased at the beginning of the COVID-19 pandemic, to provide resources to students and staff as SMC quickly pivoted to remote learning. The reserves SMC maintained enabled this purchase, as well as the introduction of food programs for students in need before the advent of Federal funding ([IIID1 8 Food Program](#)).

Financial Integrity

The District adheres to generally accepted accounting standards as criteria for fiscal management. To ensure financial integrity, the District has in place a process where no requisition is done without a minimum of 2-4 levels of approval. ([IIID1 9 Requisition Workflow](#)) The annual audit concentrates on the review and evaluation of the District's system of internal accounting controls. This includes systems established to ensure compliance with laws and regulations affecting the receipt and expenditures of state, federal, and local funds ([IIID1 10 Santa Monica CCD 2021 Final Audited Financials](#)). An example of financial integrity lies in the annual independent audits of the District. The District perennially receives

an unqualified opinion, with no audit findings ([IIID1 11 No Audit Findings](#)).

Analysis and Evaluation

SMC meets this standard by maintaining adequate reserves with detailed financial planning, allowing the College to allocate and reallocate resources to ensure sufficient support for sustaining student learning programs and services and improve institutional effectiveness. The College's financial reserves have met or exceeded the standards set by the California Community Colleges Chancellor's Office for more than 15 years. The consistent success of the annual independent audits is proof of the College's financial integrity. The adequacy of resources enables the District to provide much-needed equipment and support to students during the pandemic. This also has led to providing support on a continuing basis, with the expansion of basic needs programs and technology distribution for students.

D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The College Mission serves as the basis for all institutional planning. The College's central planning body, DPAC, is responsible for college-wide planning, including annual Action Plans to support the Institutional Strategic Initiatives and Objectives of the College ("Annual Action Plans"). DPAC considers major planning documents listed below, which were created to support the District's mission and goals. The Annual Action Plans are mapped to the following planning documents:

- Facilities Master Plan ([IIID2 1 Facilities Master Plan](#))
- Master Plan for Technology ([IIID2 2 2020-2025-technology-master-plan](#))
- Program Review Annual Report ([IIID2 3 Program Review Annual-Report](#))
- Institutional Effectiveness Report ([IIID2 4 2021-2022-IEC-Report](#))
- Academic Senate objectives ([IIID2 5 Senate-Goals-2019-0910](#))
- District Adopted Budget ([IIID2 6 Adopted Budget](#))
- DPAC subcommittee's annual reports ([IIID2 7 DPAC-Annual-Report](#))
- Board Goals and Priorities ([IIID2 8 Board-Goals-and-Ongoing-Priorities](#))

To integrate institutional planning with fiscal planning and budget development, the timetable for Annual Action Plan development ([IIID2 9 Dpac Schedule](#)) has been revised. This revision allows for annual action plans to be developed, reviewed by the Budget Planning Subcommittee and presented to the Superintendent/President prior to the beginning of each academic year, allowing for the plans to be incorporated into the Tentative and Adopted Budgets, and ultimately presented to the Board of Trustees in September of each year. All

funding increases, either through the Personnel and Budget Augmentation Request (PBAR) or Annual Action Plan process must be explicitly tied to linked to institutional planning to be considered for inclusion in the Adopted Budget ([IIID2_10_DPAC_2020-2021-Action-Plans](#); [IIID2_11_PBAR](#)).

Policies and Procedures to Ensure Sound Financial Practices

Santa Monica College has established policies and procedures to ensure sound financial practices and financial stability as outlined in Board Policy (BP) – Section 6000, Business Services and Facilities. Relevant articles and numbers include Budget Preparation (BP 6200); Budget Management (BP 6250); Fiscal Management (BP 6300); Investments (BP 6320); Debt Issuance (BP 6116); and Insurance (BP 6540) ([IIID2_12_BP6000Series](#)). Responsibility and accountability for fiscal management are clearly delineated and support the District’s mission and goals (IIID2_Process Memo).

Timely Dissemination of Financial Information throughout the Institution

To promote transparency and trust among all constituent groups, quarterly budget reports, budget presentations, and summary narratives, which outline this information and provide line item details, are available on the Fiscal Services website ([IIID2_13_Online_Reports](#)). These budget reports are widely disseminated, with presentations made to DPAC ([IIID2_14_DPAC_9-22-2021-Minutes](#)) and the DPAC Budget Planning subcommittee ([IIID2_15_Minutes-DPAC-Budget-Planning-Subcommittee-09-08-2021](#)), the Management Association, and the Board of Trustees ([IIID2_16_Tentative_Budget_BOT_Minutes-6-1-2021](#)). These reports include actual results compared to budget, re-projected figures where possible, and explain all material variances.

Analysis and Evaluation

SMC meets this standard through integrated department and program planning coupled with financial planning that focuses on activities aimed to achieve the College’s Mission. The District financial information is disseminated via postings of reports on the Fiscal Services website, presentations, and is shared through participatory governance.

D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The Office of Fiscal Services has clear guidelines and processes ([IIID3_1_Budget_procedures_2022-02-](#)) for programs to use to develop their annual operational budgets and assessments. Fiscal Services staff prepare annual budgets and quarterly budget reports based on several resources:

- *Institutional Planning* and its supporting planning documents;
- Prior year financial statements based on actual accounting transactions;
- Information from the State about levels of, and formulae for, funding;
- Information from departments, administration, and the Board of Trustees;

- PBAR forms for discretionary budget increase requests;
- Recommendations from DPAC and the DPAC Budget Subcommittee; and
- Computerized accounting transactions and reports.

These procedures are documented by the following:

- Budget planning calendar ([IIID3 2 Annual Budget Development Calendar](#))
- DPAC minutes ([IIID3 3 DPAC 9-22-2021-Minutes](#)) and DPAC Budget Subcommittee minutes ([IIID3 4 Minutes-DPAC-Budget-Planning-Subcommittee-10-20-2021](#))
- Budget documents between departments and academic administrators
- Accounting department records
- Annual audits conducted by an external Certified Public Accounting firm
- Board of Trustee minutes ([IIID3 5 BOT11-2 -2021-Minutes](#))

Strategies for Ensuring Constituent Involvement

All members of the College community are encouraged to participate in institutional planning and budget development through the College's Program Review and DPAC planning processes ([IIID3 6 Dpac Updates](#)). These processes result in planning with departmental-level goals, objectives, and outcomes at the heart of the process.

Analysis and Evaluation

SMC meets this standard via Santa Monica College's participatory governance structure. All constituent groups participate in the institutional planning and budget development process. Public discussion of the budget at the open board meetings, including a preliminary presentation of the coming year's budget three months before a vote to adopt it, allows a generous timeframe for public input as well as thoughtful consideration by all members of the college community. Quarterly budget reports are disseminated to constituent groups and to the public via presentations and the Fiscal Services website.

Fiscal Responsibility and Stability

D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The College's Board of Trustees sets a high priority on fiscal responsibility, and this is reflected in the work of senior administrative staff, DPAC, program leaders, and area managers. For example, the Office of Enrollment Development monitors enrollment and coordinates with Business Services, Student Affairs and Academic Affairs to identify student demand opportunities and to develop an appropriate response. By working collaboratively, each of these areas of the College strengthens the collective analysis, which helps to ensure overall fiscal responsibility and stability.

Realistic Assessment of Financial Resource Availability

The primary source of the College's funding is State apportionment, which is directly tied to

student enrollment, FTES generation and student success metrics. Because the College relies so heavily on apportionment, it can safely begin the process of building its annual budget based on previous year actual revenue and expenditures, taking into consideration any new budgetary information from the State. The budget development process for the coming year begins in December/January, as shown in the annual budget calendar described earlier.

Fiscal Services and the Budget Office ask each of the college divisions to review and update, as necessary, their budgets, noting new (and typically restricted) revenue streams such as new grant-funded projects. Budget augmentations are requested through the PBAR process, described in Standard IIID.1. The result of these reviews is a projected tentative budget ([IIID4 1 Tentative Budget-6-1-2021](#)) that is presented to the Board of Trustees in June for review and acceptance for the coming academic year.

The tentative budget is updated as the State finalizes its budget, final revenue and expenditures are recorded by the College for the previous fiscal year, and new funding is awarded through grants and contracts. During this time, the College community is working to complete its annual planning processes, using institutional effectiveness data, Program Review feedback, and DPAC planning committee recommendations. This information informs the development of a revised budget presented to the Board of Trustees for adoption ([IIID4 2 Adopted Budget 9-14-2021-Minutes](#)) in September.

Realistic Assessment of Expenditure Requirements

Annual expenditures are relatively stable given that nearly 90% of the College's budget is allocated to salaries and benefits. Thus, the College builds its annual expenditure budgets by rolling over personnel costs, taking into consideration any cost-of-living increases negotiated through the bargaining units, as well as step increases for faculty and staff as appropriate. This means that only a small percentage of the budget is under consideration during the annual budget development process. Each division Vice President works with their respective programs and services to identify changes in non-personnel line items, such as supplies, travel, and contracts. If new resources are required beyond the current allocation, programs must complete a PBAR form to request additional funding. The PBAR request is reviewed by a committee consisting of the President/Superintendent, Vice President of Business and Administration, Vice President of Human Resources, Director of Personnel Commission and Dean of Human Resources, who prioritize need, thus ensuring that the programs with the greatest need and benefit to the College's Mission are funded.

The institution may also need to address other new expenditures as a result of State requirements and/or changes in financial planning practices or policies. Fiscal Services participates in this process to ensure that the planning committees have access to accurate and realistic information regarding financial projections and budget impact. For example, the College recently considered its options for funding COVID expenditures related to the pandemic and the federal relief funds. The Office of Fiscal Services discussed options with the DPAC Budget Planning Subcommittee ([IIID4 3 DPAC Budget Subcommittee6-17-2020-Minutes](#)). A survey was created that was sent to students, staff and faculty. Ultimately, the subcommittee agreed to an initial plan, and made the recommendation to the Superintendent/President ([IIID4 4 Minutes-DPAC-Budget-Planning-Subcommittee-10-7-](#)

[2020](#)). To facilitate the spending process, Fiscal Services created a checklist to ensure the requests meet the guidelines of the CARES Act ([IIID4 5 MSI CARES HEERF](#)).

Finally, the College's *Annual Action Plan* process, as described in III I, above, includes a financial consideration component that works to ensure that DPAC and its various planning committees have a realistic understanding of what it will cost to carry out proposed institutional objectives.

Realistic Assessment of Resource Development Opportunities

To support college expenditures, the College also explores alternative sources of funding for ongoing operational costs, new program development, and capital improvement projects. These alternative sources include international and out-of-state student tuition revenue, state and federal grants, private fundraising, Certificates of Participation, general obligation bonds, and the formation of Workforce and Economic Development partnerships.

- ***Non-Resident Student Tuition:*** Non-Resident tuition is the second largest source of unrestricted revenue for the College. The College makes every effort to produce realistic projections based on student progress, application patterns, changes in immigration law, and more recently, changes in public health policies.
- ***Grant Development:*** The College pursues local, state, and federal grants, as well as private grants to support the College's Mission and Goals. All grant applications must address the Mission, one or more of the College's Supporting Goals and/or Strategic Initiatives, and priorities of the Board ([IIID4 6 Grants 2020-21 Annual Report – 08-02-2021-FINAL](#)).
- ***Individual, Corporate, and Foundation Fundraising:*** The Santa Monica College Foundation is responsible for identifying and acquiring private donations from individuals, corporations, community organizations, and private foundations ([IIID4 7 Foundation 2020-21 Annual Report – 08-02-2021-FINAL](#)).
- ***General Obligation Bonds and Certificates of Participation:*** As necessary for funding long-term capital projects, the College pursues General Obligation Bonds and Certificates of Participation, along with state support. The College has a successful history of pursuing voter-approved bond funding, including four bonds over the last 20 years.
- ***Workforce and Economic Development Partnerships:*** The Office of Workforce and Economic Development leads many partnerships with outside organizations, focusing on efforts that strengthen the College's career technical education (CTE) offerings and address the workforce development needs of the county ([IIID4 8 Workforce 2020-1 Annual Report – 08-02-2021 – FINAL](#)).

Analysis and Evaluation

SMC meets this standard through regular and participatory realistic evaluation of resources and expenditures. In addition, partnerships, and various revenue streams provide ongoing resources and financial diversity.

D.5 To assure the financial integrity of the institution and responsible use of its financial

resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The College has appropriate control mechanisms, which are documented and explicit. These controls enable the dependable and timely dissemination of financial information and are regularly evaluated and updated.

Internal Control Structure

The College has an internal financial control structure for every step and for every type of transaction and activity. This internal control structure incorporates generally accepted accounting practices and meets federal internal control requirements as noted in the “Independent Auditors Report on Internal Control...” from the most recently completed District audit. ([IIID5 1 OMB A-133](#); [IIID5 2 Process Memo 2020](#)).

Dissemination of Dependable and Timely Information

The Budget Office disseminates dependable and timely information to the Board of Trustees, and constituent groups through DPAC and the DPAC Budget Planning Subcommittee. In addition, Fiscal Services and the Budget Office respond to ad-hoc requests made by the Budget Planning Subcommittee and other groups on campus for discussing specific financial concerns. The Office of Fiscal Services also distributes monthly financial statements ([IIID5 3 Monthly Financial reports](#)) to all of the College’s cost centers so that divisions, departments, and programs can reconcile their accounting of revenue and expenditures with their adopted budgets and make changes as necessary. Additionally, for grant-funded projects, the Office of Fiscal Services meets directly with grant staff on a quarterly basis to review grant expenditures for compliance with program requirements, including fiscal requirements. Because the system of internal controls is strong, the information is distributed quickly and accurately ([IIID5 4 Monthly report 2022](#)).

Evaluation of Financial Management Practices

The District is audited by an independent firm annually. A part of the Annual Independent Audit is an assessment of District internal control systems by the external auditors ([IIID5 5 Evaluation](#)). The most recent audit demonstrates the external auditors “*consider internal controls relevant to the District’s preparation and fair presentation of financial statements in order to design audit procedures that are appropriate in the circumstances.*”

The District has received unmodified audits for each of the last fifteen years. Additionally, College financial team members are in a constant state of assessment and reassessment of College financial practices. This internal assessment and discussion lead to improved collaboration, communication and possible revisions to practices ([IIID5 6 Discussion on Policy](#)).

Analysis and Evaluation

SMC meets this standard, having established and documented internal control systems to ensure the financial integrity of the institution and responsible use of its financial resources. These systems comply with Generally Accepted Accounting Principles, are reviewed regularly, and have resulted in no significant audit findings by the College's external auditors for the past fifteen years. Altogether, these control systems ensure the reliability and timely distribution of financial information.

D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The College has continued to strengthen its financial management processes so that financial documents, including the budget, have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources to support student learning programs and services. Financial planning and management processes that demonstrate this include:

1. An annual budget development calendar that guides the budget planning process and coordinates it with the institutional planning process ([IIID6 1 Annual Budget Development Calendar](#))
2. Regular, timely dissemination of the tentative and adopted budgets, and quarterly financial reports to the college constituents as previously described after the Board of Trustees reviews and approves ([IIID6 2 BOT 2-1-2022-311Q report](#))
3. Budget planning forms for additional funding requests to help align with the Mission, Supporting Goals, Institutional Learning Outcomes, *Master Plan for Education* objectives, Accreditation Standards, and/or program review assessment results

To ensure accuracy, the District's budgets are aligned with revenue estimates provided by the California Community Colleges Chancellor's Office and Los Angeles County Office of Education. In addition, the Budget Office routinely submits budget revisions for Board of Trustees approval, to align the changes in budget assumptions and/or update revenue and expenditures projections. The District's financial records are also audited by an external independent auditor to perform the annual audit of the District's financial statements.

Analysis and Evaluation

SMC meets this standard of ensuring the District's financial documents are accurate and credible, as evidenced by the monthly distribution and analyses, as well as the annual audits, which have resulted in an unqualified opinion for the last fifteen years.

D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

SMC has not received any audit findings since 2009-10. In the years prior to 2010, when findings ([IIID7 2 2009-2010 Audit Report Findings HR](#)) were identified, they were addressed with the highest priority by College personnel. Fiscal Services puts the integrity of the District accounting records and maintaining the faith of the community as the highest priority. This leads to a culture that prioritizes the audit, the single most independent and transparent document that conveys the fiscal stability of the District ([IIID7 District Interim Audit email](#)).

Analysis and Evaluation

SMC meets this standard by ensuring the District's responses to external audit findings are comprehensive, timely, and communicated appropriately

D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

Independent District Audits

A part of the Annual Independent Audit is an independent assessment of District internal control systems by the external auditors ([IIID8 1 Evaluation](#)). The most recent audit demonstrates the external auditors "*consider internal controls relevant to the District's preparation and fair presentation of financial statements in order to design audit procedures that are appropriate in the circumstances.*"

Internal Assessment

College financial team members are in a constant state of assessment and reassessment of financial practices, including internal controls. This internal assessment and discussion lead to improved collaboration, communication and possible revisions to practices ([IIID8 2 Discussion on Policy](#); [IIID8 3 FA and Fiscal meeting recap](#)).

Analysis and Evaluation

SMC meets this standard through compliance with annual state and federal auditing requirements and continues to receive recognition via good audit reports.

D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The College conservatively develops annual budgets, and it maintains a minimum ending Reserve Fund balance of at least five percent, as recommended by the California Community Colleges Chancellor's Office. To buffer the cyclical nature of the economy and state funding, the Board of Trustees and campus community work diligently to build up the reserve in years when funding produces a surplus. Since 2016 the College has built up and relied upon the Reserve Fund, with an average actual reserve balance of more than \$30 million (average of 16.24%) over the last five years. The average level of reserves has increased from the last Accreditation cycle by 5.29% ([IIID9 1 Reserve Level](#)).

To optimize short-term cash management during times of reserve surplus, the College uses the LA County Treasury pool to earn interest, and when funds are needed, it periodically borrows funds using Tax and Revenue Anticipation Notes (TRANs). In anticipation of potential State funding deferrals, the Board of Trustees passed a resolution for TRANs ([IIID9 2 TRANsMinutes 12-8-2020](#)). With Board approval, transfer loans of up to \$30 million from other funds to the General Fund could be utilized on a short-term basis ([IIID9 3 Cash Borrowing 6-1-2021-Agenda](#)).

In addition, the Budget Office prepares an annual cash-flow projection to show the movement of revenues and expenses as they impact the District's operations monthly. This report is updated monthly to show the actual revenues and expenditures received and projection through the end of the fiscal year. It is an important planning tool that helps the District administration to identify if a contingency plan is needed ([IIID9 4 Cash Flow Projections and monthly updates](#)).

Risk Management

The District's Risk Management Department works closely with Business Services to ensure appropriate policies are in place to mitigate risk.

Through close collaboration with Business Services the Risk Management Department has organized a multi-layered set of insurance policies to help mitigate financial risk at the college. This includes 1) Liability coverage of \$50 million 2) Property coverage of \$500 million 3) Equipment Breakdown coverage of \$100 million 4) Crime Coverage of \$5 million and Cyber Coverage of \$15 million ([IIID9 5 SWACC 21-22](#)). See Standards III3_B for more information on Risk Management.

Analysis and Evaluation

SMC meets this standard with conservative budgeting, integrity among the Board of Trustees, strong leadership, coupled with the College's commitment to participatory governance among all constituent groups, thereby enabling the College to meet national and statewide economic uncertainties with financial solvency and academic integrity. A combination of consistent revisions in fiscal planning and management with cost-cutting measures has led to this fiscal stability. The District has sufficient cash flow and reserves to maintain stability and support strategies for appropriate risk management. Contingencies are in place for cash flow to ensure

business continuity.

D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Santa Monica College has a robust set of policies and procedures for effective financial oversight. Ultimate fiscal responsibility for the college rests with the Board of Trustees, which reviews and approves the institutional budget and regular reports on the budget, financial aid, and grant and contract agreements. As such, the Board must approve all grant budgets, externally funded programs and contractual relationships. There are programs in place to monitor financial aid, grants, and externally funded programs for effective internal controls to be implemented and to ensure clear delineation of fiscal responsibility and staff accountability ([IIID10 1 FA and Fiscal meeting recap](#)). The College maintains close and effective working relationships and oversight of its three auxiliary organizations.

Management of Financial Aid

The Office of Financial Aid developed a Financial Aid Handbook that outlines financial aid policies and procedures (available in hard copy and online) as they apply to students ([IIID10 2 Financial Aid Handbook](#)). The Office of Financial Aid also has an internal desk manual, which outlines processes and best practices to ensure consistency across the various financial aid programs ([IIID10 3 Desk Manual](#)). Two managers, Associate Dean of Financial Aid and Scholarship and Director of Financial Aid and Scholarship, ensure oversight of compliance with rules and regulations.

Despite the rapid expansion of the College's financial aid program, there have been no findings in the District annual financial audit of the financial aid program during this accreditation cycle. With effective oversight, the amount of financial aid disbursements has successfully increased from \$30,739,192 in 2010-2011 to the projected amount of \$52,102,624 in 2021-2022. Many of the processes are automated through the financial aid module that exists in Banner and the District's management information system. Banner is a comprehensive computer information system and is used in the Financial Aid office for funds management, disbursement, award history, direct lending, reporting and return of Title IV fund information. Financial Aid is processed through a third-party provider, BankMobile, which disburses awards and refunds electronically. Drawdowns of Financial Aid funds are managed in the Fiscal Services Department. Only authorized personnel can request the drawdown through the Department of Education's G5 system using logins for the authorized individuals. The College's financial aid program is evaluated annually during the independent audit process, which includes an assessment of the College's compliance with federal Title IV regulations and requirements. The Office may be audited by the Cal Grant program, which administers the Board of Governors fee waiver program, or by the U.S. Department of Education. Results of such audits are promptly submitted to the U.S. Department of Education.

Management of Externally Funded Programs, including Grants

The College manages tens of millions of dollars in local, state, and federal grant funding each year, including both private and public grants. A Project Manager is identified on the grant award agreements as the primary institutional contact. This person oversees all project activities, approves grant expenditures, and ensures that the sponsoring program office is aware of grant progress and outcomes. The College's Grants Office produced a Grant Management Handbook to assist managers with this process ([IIID10 4 Grant Management Handbook](#)). To date, the District annual independent audits have not found any financial management irregularities. Nonetheless, Grant Managers use feedback provided by program monitors to improve their respective programs' fiscal and programmatic operations.

The Fiscal Services Department has a dedicated team of grant accountants who serve departments that receive grants or categorical funds. Each grant accountant is assigned to specific grants where they work closely with the program managers to review the grant requirements to ensure expenditures are made per the guidelines in each agreement. The accountant monitors the budget and actual expenditures for each grant. The accountant also reviews and approves the purchase requisitions to ensure compliance and safeguards against the overspending of grant funds.

Management of Contractual Relationships

The College enters contractual arrangements with other institutions of secondary and postsecondary education, as well as other community-based organizations and industry partners, in either the Contractor or Subcontractor capacity. All such agreements are managed as grant awards at the project level with support from the Office of Fiscal Services. Each arrangement is guided by a formal Agreement or Memorandum of Understanding (MOU), signed by both parties that outlines the responsibilities of each partner, specifying the project goals, objectives, outcomes, and requirements.

The College may also serve as the fiscal agent for grant awards and contracts with other entities to fulfill one or more of the outcomes of a given award. In these situations, the College ensures that it, and its sub-contractual partners, adhere to award requirements as defined by the funding source. For federal awards, this oversight includes a review of each partner's audit and/or other audits conducted to evaluate the validity and effectiveness of the organization's financial management practices and internal control structure in accordance with 2 CFR 200 et seq ([IIID10 5 sub recipient questionnaire](#)).

Management of Auxiliary Organizations or Foundations

The College has three auxiliary organizations that support the Mission and strengthen student learning and achievement.

- **The Santa Monica College Foundation** leads private fundraising development for Santa Monica College. The SMC Foundation ([IIID10 6 SMC Foundation](#)) is a separate, non-profit, tax-exempt 501(c)3 organization that solicits and accepts private, tax deductible donations for the benefit of Santa Monica College, its Mission, students, faculty, and programs

- **KCRW/KCRW Foundation** is a public radio station and a community service of the College. The station is housed on the college campus, but its operations are supported through fundraising and donations, which are managed by the KCRW Foundation ([IIID10 7 KCRW](#))
- **The Madison Project (DBA The Broad Stage)** is the presenting arm of the SMC Performing Arts Center ([IIID10 8 The Broad Stage Leadership](#))

Each organization has a Board of Directors for which at least one representative from the College's Board of Trustees or its senior leadership serves, thereby maintaining an effective working relationship, and lines of communication between the College and each organization. ([IIID10 9 List of Board staff](#)) Under the guidance of state and federal tax law, private non-profit organizations are subject to annual audit conducted apart from the College's audit. Copies of these audits ([IIID10 10 Santa Monica CCD KCRW Report](#)) are shared with the College through an annual report ([IIID10 11 2020-21 Annual Report](#)) presented to the College Board of Trustees.

Management of Institutional Investments and Assets

Most District funds are invested in the Los Angeles County Treasury. To manage institutional investments and assets, the District follows Board Policy 6320. ([IIID10 12 BP 6320](#); [IIID10 13 Investments](#)).

Evaluation Results Serve as the Basis for Improvement

The Office of Fiscal Services at the College is committed to responding quickly and thoroughly to findings and/or recommendations for improvement, and to working with the appropriate organizations needed to accomplish any such improvements.

For auxiliary organizations, if financial management and oversight concerns are identified in an annual audit, the College's senior administration is prepared to develop a plan to address, and improve upon, financial management practices and internal control structures. To date, no oversight concerns have arisen.

Analysis and Evaluation

SMC meets this standard having developed effective financial management practices to guide its management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and institutional investments and assets. Budget monitoring by the grant accounting team and program managers that are responsible for the performance of the grants, protects the District from exceeding budgets on grant funds.

Liabilities

D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the

institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Santa Monica College is committed to maintaining short- and long-term financial solvency through effective financial planning processes and strategies, linking financial decisions with the Mission, Supporting Goals, Strategic Initiatives, and Institutional Learning Outcomes, and other institutional planning and decision-making processes. When a new allocation of resources is considered, the District uses a multi-year budgeting model to project the financial effect of the decision in both the short and long term ([IIID11 1 2021-22 Proj Q2 Multi-year](#)). An additional tool the District has developed and uses is the SCFF calculator ([IIID11 2 2021-22 Proj Q2 SCFF 2022-23 COLA Adjusted](#)). This tool allows decision makers to assess the short and long-term financial impact of District initiatives under consideration as it relates to State Apportionment. Similarly, this approach guides other financial planning and decision-making, such as those related to full-time faculty hiring. Fiscal Services develops multi-year projections for the full cost of hiring additional full-time faculty ([IIID11 3 Faculty cost](#)), helping institutional leaders and planning committees project the total cost of moving forward with their plans. The practice of looking at the multi-year impact when making short-term financial decisions, coupled with the conservative management of Reserve Fund discussed above (Sections IIID.2 & IIID.9), helps ensure long term fiscal solvency for the District.

Analysis and Evaluation

SMC meets this standard through comprehensive integration of its multi-faceted institutional planning with budget development and resource allocation. The College maintains a reasonable expectation of resource use for both short-term and long-term financial solvency.

D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The District includes all current year payments related to liabilities and obligations in the Adopted Budget presented to the Board of Trustees. Specific actions and/or practice related to OPEB, compensated absences, and other employee related obligations are as follows:

Other Post-Employment Benefits (GASB 45 - OPEB)

The District updates its actuarial plan annually to determine OPEB liabilities as required by accounting standards ([IIID12-1 Actuarial](#)). The District budgets current year OPEB related

expenditures at the time of the Adopted Budget to ensure obligations to retirees are met. In 2008 the District opened an Irrevocable Trust to help mitigate future liabilities related to OPEB. In 2013 the District implemented a DPAC recommended plan to fund the Irrevocable Trust ([IIID12 2 DPAC Minutes 8-28-2013](#)). In 2016-2017, as part of a budget reduction strategy, the District suspended additional deposits into the Trust, and since that time, no additional deposits have been made. While the District's irrevocable trust fund total contribution to date is \$4,496,996, as of June 30, 2022, the irrevocable trust account net value is \$8,577,511 due to investment returns ([IIID12 3 CERBT](#)).

Compensated Absences

The Office of Fiscal Services monitors Compensated Absence liabilities and calculates the total annual cost of this liability ([IIID12 4 Compensated Absences](#)).

Other Employee Related Obligations

The District includes all current year payments related to employee-related obligations, such as STRS and PERS payments, in the Adopted Budget presented to the Board of Trustees. ([IIID12 5 STRS-PERS 2021-22-Adopted Budget](#)).

Analysis and Evaluation

SMC meets this standard by taking measures to effectively address its largest liabilities/obligations, including OPEB, compensated absences, and STRS and PERS, with long-term budget needs and the current budgetary condition as top priorities.

D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Regardless of the source of locally incurred debt, the College reviews all potential options and develops a specific repayment plan, with a repayment source identified, prior to Board approval and the issuance of debt. This ensures that locally incurred debt does not have an adverse effect on services to students or the financial condition of the institution. For example, in 2020-2021, the College pursued Tax and Revenue Anticipation Notes (TRANs) to support ongoing operational expenses at a time when the state was unable to make cash payments to the College ([IIID13 1 TRANs BOT Minutes 12-8-2020](#)). These notes were repaid in July and August 2021 when the State disbursed apportionment funding.

After the issuance of locally incurred debt the College routinely assesses the ability to pay off the debt earlier than planned to improve District financial stability. This practice of assessment led to the College eliminating all Certificate of Participation debt in 2020 using local Redevelopment Funds ([IIID13 2 COPs](#)). This action saved the District millions annually and improved financial stability.

Analysis and Evaluation

SMC meets this standard insuring that locally incurred debt continues to have a minimal effect on the College budget. The College identifies specific revenue streams to meet the College's obligations. Repayment plans are assessed annually. In the unlikely event that the College is unable to generate the necessary revenue to pay such debt, the College will use its reserves to avoid taking funds from the operating budget.

D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

Santa Monica College has a financial oversight system that guards against fraud, ensures fiscal responsibility, and it helps to ensure financial integrity so that financial resources are used for the purposes intended by the respective funding sources.

Short- and Long-Term Debt Instruments

For asset acquisition (to purchase new or renovate existing facilities) in support of the *Facilities Master Plan*, the College pursues General Obligation Bonds before Certificates of Participation. As with all financial management decisions, the Board of Trustees must review and approve a comprehensive debt request proposal that identifies the purpose of the debt, how it supports the Mission of the College, and a repayment plan that identifies the revenue source for repayment ([IIID14 1 BP6116-Debt-Issuance](#)).

All General Obligation Bonds require the development of a Citizens Bond Oversight Committee ([III14 2 CBOC](#)), to ensure that taxpayer funds (in the form of bond proceeds) are expended for the purposes ([IIID14 3 CBOC Minutes-10-20-2021](#)) set forth in the ballot measure. Further, the College conducts two annual Prop 39 Audits of these bonds: Financial and Performance, the results of which are presented to the Board of Trustees and the Citizens Bond Oversight Committee, and are posted on the college website ([IIID14 4 Audit and EPA Reports](#)). The College has had no findings in the audit of its bonds ([IIID14 5 Bond Financial Performance Audit 2021](#)).

Auxiliary Activities

As discussed in Standard IIID.10, Santa Monica College's three foundations develop private resources to support the Mission of the College: The SMC Foundation, the KCRW Foundation, and Madison Project (DBA The Broad Stage). Although they operate independently of the College, California Education Code mandates that the College Superintendent/President or their designee monitor the use of foundation funds and assesses the degree to which each foundation is achieving the purposes for which it was established. This is accomplished in several distinct ways:

- Each Executive Director/lead administrator is a College employee who reports to the Senior Director for Governmental Relations at the College
- The Superintendent/President or a designee, and/or one or more members of the College's Board of Trustees sit on each Board to ensure that resource use is consistent with their intended purposes. ([IIID14 6 KCRW Board staff](#))
- Each foundation conducts an independent audit ([IIID14 7 Santa Monica CCD KCRW Report](#)), each of which is presented to their respective Boards and is shared with the College Administration ([IIID14 8 Foundation Audit Report](#); [IIID14 9 Broad Stage Audit Report](#))

Grant Development and Management

Prior to submission of institutional grant proposals, the Grants Advisory Committee reviews grant applications and checks for adherence ([IIID14 10 GAPForm-Revised-10-21](#)) to institutional policies and financial practices, alignment with the College's Mission, and capacity of the College's infrastructure to support grant activities, particularly with regard to facility space and technological resources. Once a grant is won by the College, grantees are required to submit an annual report outlining their progress toward meeting timeline and performance objectives within budget.

It is the responsibility of the Grants Office to ensure that grant funds are used with integrity for their intended purposes. ([IIID14 11 Requisition Workflow](#)) Grant-funded programs are included in the annual audit process. The College has had no findings in the audits of its grant-funded programs ([IIID14 12 Grant Office Program Manager Fiscal](#)).

Analysis and Evaluation

SMC meets this standard by way of carefully monitoring the use of all resources generated to support its Mission, ensuring that they are used with integrity and consistent with their intended purposes. In addition, through annual audits, many of these programs are evaluated through performance-based audits and oversight by multiple entities of the College.

D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

Santa Monica College's Financial Aid Office is responsible for monitoring and managing the College's financial aid programs, including all federal funding received. This office works with the Office of Fiscal Services to ensure compliance with federal requirements, including Title IV of the Higher Education Act. For example, on a monthly basis, the Fiscal Services and

Financial Aid Office review the return of financial aid and reconciliation of the systems ([IIID15 1 2021 DL Recon](#)).

Monitoring of Student Loan Default Rates

The College's three-year student loan annual default rate (10.7%) ([IIID15 2 5 year cohort default rate figures](#)) is far lower than the federal sanction threshold (30%), with the rate in 2017 (5.2%) being one of the lowest for community colleges in Southern California.

Monitoring of Other Federal Financial Aid Revenue Streams

In addition to disbursing federal student loans, the College also receives federal funding to award grant aid, including Pell, Supplemental Education Opportunity Grant (SEOG), and Federal Work Study (FWS). The Financial Aid Office monitors and tracks the enrollment status of all students who receive Pell and SEOG grants. Office staff monitor FWS spending throughout the year and move SEOG funding as needed - federal regulations allow the College to transfer funding from one campus-based aid program to another.

Compliance with Federal Requirements

The Financial Aid Office conducts an annual internal assessment of its effectiveness through the College's Program Review process ([IIID15 3 2020-2021 Financial Aid Program Review](#)). Additionally, management of federal financial aid is included in the College's independent audit.

Analysis and Evaluation

SMC meets this standard with the disbursement of approximately \$50 million in federal financial aid each year. The diligence with which the College adheres to Title IV of the Higher Education Act is best demonstrated through annual audits that have not identified any material weaknesses or significant deficiencies. The Financial Aid Office, under the direct supervision of the Associate Dean of Financial Aid and Scholarships and with the Director of Financial Aid and Scholarships, is tasked with oversight and administration of all federal and state-funded aid as well as student loan programs.

Contractual Agreements

D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The College has integrated the California Education Code to devise clearly delineated policies (Board Policy 6330, Purchasing; Board Policy 6340, Bids and Contracts) ([IIID16 1 BP6330](#); [IIID16 2 BP6340](#)) and procedures for monitoring the development and implementation of contracts, and for maintaining the integrity of the institution, with emphasis on the quality of its

programs, services, and operations. Such contractual agreements with external entities include those for construction, consultant/professional services, services, leases &/or purchases, and grants.

These board policies outline the College's bidding policies, expenditure limits, lines of authority, signatory responsibilities, and other institutional practices. In addition, the Business Services Office has established operating procedures to guide the management of such contractual agreements, including but not limited to:

- All proposed contracts - including sub-award/sub-contractual agreements from grants, are reviewed and approved by the appropriate division Vice President prior to submission to the Purchasing Department ([IIID16 3 Requisition Workflow](#))
- Only people in key positions ([IIID16 4 Key positions](#)) have the authority to approve the College's participation in contracts, grant awards, and purchase agreements
- All contracting entities must abide by the conflict of interest policy ([IIID16 5 BP2712](#)); and
- The Board of Trustees approves all contracts in open forum
- Accounts Payable must have approved purchase orders to allow payment of invoices

Analysis and Evaluation

SMC meets this standard via the incorporation of California Education Code and federal regulations in board policy regarding purchasing and operating procedures. All proposed contracts are reviewed and prepared by the Purchasing Office only after the appropriate division Vice President has reviewed requests. This process ensures consistency across contracts and maintains institutional integrity while maintaining the quality of its programs, services, and operations.

Conclusions on Standard III.D. Financial Resources

SMC has a consistent record of strong financial management and oversight. This is proven by a strong and growing reserve, a rigorous system of internal controls, and a long history of unqualified audits, with no internal control issues. There are comprehensive board and operating policies that govern financial management, and active senior staff and management participation in all areas noted in Standard III D. The budget and planning processes are aligned directly with the mission and goals, and the process mandates strong participation among all constituent groups. The District has adequately planned for and discharged its financial obligations, both short and long term, and provides meaningful oversight to its auxiliary organizations. We feel strongly that the evidence provided throughout Standard IIID confirms our strong financial position.

Improvement Plan(s)

One of the issues we have faced with the implementation of the new BEST system for General Ledger is that users feel that they have not received adequate training. That has caused delays in processing, and some frustration. Moving forward, we have begun to conduct additional and better training sessions and will likely need to repeat these on a regular basis.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution wide implications, systemic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

The College's planning process is directed by collaboration with all college constituent groups in service of broad planning goals driven by the District's commitment to innovation in student equity, achievement, and success. Driven by data, research, expertise, and deep participation by faculty, students, administrators, and staff, the College has adopted a series of aligned plans in service of improving practices, programs, and services. The Five-Year Strategic Plan ([IVA1 1 Five-Year Strategic Plan](#)) and Board of Trustees Goals and Objectives ([IVA1 2 BOT Annual Goals Objectives](#)) exemplify the overarching planning process at SMC. The Vision for Success Goals ([IVA1 3 Local Vision for Success Goals](#)) and Equity Plan ([IVA1 4 SMC Equity Plan](#)) reflect SMC's profound commitment to leadership in achieving equitable results in student success, completion, and transfer goals. Annual Action Plans developed by DPAC ([IVA1 5 DPAC Annual Action Plans](#)), as well as Annual Academic Senate Goals and Objectives ([IVA1 6 Academic Senate Goals Objectives](#)) operationalize committee work across campus in service of overarching and long-term strategic college goals.

The District Planning and Advisory Council (DPAC) develops Annual Action Plans and oversees the long-term planning efforts of reviewing the Vision, Mission, and Goals, assessing the College's Planning process, and developing new Strategic Initiatives every five years ([IVA1 9 DPAC Scope and Function](#)). The membership of DPAC is formed of representatives from the College's four constituent groups: faculty, students, staff, and administrators. In the most recent strategic planning cycle encompassing the past five years, DPAC revised and refined its planning process and procedure to focus on Annual Action Plans rather than the previous, more ad-hoc annual institutional objectives ([IVA1 10 DPAC Minutes-Changes in Process](#)). Annual Action Plans are instead more closely aligned with budget processes, strategic College plans and priorities ([IVA1 11 Budget Committee Minutes-Action Plans](#)). This improvement has streamlined college-wide planning process, focused budget allocations on college-wide goals and metrics, and provided a clear space for constituent groups to collaborate.

DPAC has four planning subcommittees: Budget, Facilities, Human Resources, and Technology. The membership of each subcommittee is likewise formed from the College's four constituent groups. Subcommittees make recommendations to DPAC regarding their areas of specific expertise within their purview and develop the Master Plans for Facilities, Technology and

Human Resources ([IVA1 12 DPAC Budget Planning](#); [IVA1 13 DPAC Facilities Planning](#); [IVA1 14 DPAC Human Resources](#); [IVA1 15 DPAC Technology Planning](#)).

The Academic Senate of Santa Monica College is also one of the primary locations for strong participatory governance practices and innovative collaboration. The Academic Senate bylaws govern the committee membership and guide the process of these recommending and planning bodies. Each joint committee is designed with a 2:1 ratio of faculty to administrators. Students and classified staff also sit as either voting members or interested parties ([IVA1 16 Academic Senate Bylaws Page12](#)). Joint committees make recommendations to the full body of the Academic Senate, DPAC, as well as senior management with regards to a wide variety of Academic and Professional matters covered under Title V in the Academic Senate “10+1” purview ([IVA1 17 Senate 10+1](#)). Eleven joint committees report to the Academic Senate Executive Committee via their committee chair, suggesting changes in policy and plans to meet college goals. When these are passed by the Academic Senate Executive Committee, they are taken up by the full body of the Academic Senate to be approved by the Senate and the CEO (Superintendent/President) as recommendations for implementation ([IVA1 18 BOT Agenda 6-7-22](#)). Academic Senate recommendations are reported to the Board of Trustees in the Academic Senate President’s monthly report. The Senate and CEO have a variety of methods at hand to resolve conflict, yet if they cannot come to consensus, the Academic Senate may present their recommendation to The Board without CEO approval.

In addition, the CEO establishes campus-wide task forces comprised of experts representing the College's constituent groups that offer collaborative recommendations to the District. This was the case with the Strategic Taskforce on Gender Equity and Social Justice. They conducted research, issued surveys, collected data, and submitted a detailed report which led to the decision to establish the Student Equity Center ([IVA1 19 Gender Equity Social Justice Task force Report 2-1-2022](#)).

Through these processes and with administrative support, the College created Equitizing Gateway Courses for faculty, offered by the Center for Teaching Excellence. These are multi-semester, multi-dimensional professional development experiences for and led by faculty with the goal of cultivating and deepening race-conscious and equity-minded pedagogical practices to better serve and address the disproportionate impact and learning experiences of SMC’s Black and Latinx students. The cohort-based program includes training from experts, self-directed online activities (reading, reflections, etc.), department-specific facilitated discussions, and coaching from peers. Participants of the program begin their learning journey by reflecting on how their own lived experiences, social identities -racialized or otherwise-- shape their teaching. From there, they examine the disaggregated course success rates of courses they have taught over the last five years. After critical reflection and further inquiry to understand the underlying causes of equity gaps for racially minoritized students in their classes, participants design new or redesign existing teaching and classroom practices to be more culturally responsive to positively impact the learning, engagement, and sense of belonging of those racial groups experiencing gaps in terms of course outcomes ([IVA1 20 Equitizing Gateway Week 7 Module](#)).

Another example of strategic innovation emanates from the pandemic. The College, through a

collaboration led by IT, and including administrators and faculty, is now piloting HYFLEX classrooms. This will enable students to attend class either in person or online. This appears to be the direction learning is headed, and the College expects to roll this out more widely in coming semesters. This project was encouraged and supported by senior administration and the Board of Trustees.

Analysis and Evaluation

SMC meets this standard, as demonstrated by the Five-Year Plan, Mission Goals, and Board Policies, as well as collaborations between institutional leaders and constituent collaborative groups comprised of faculty, students, staff, and administrators. SMC's guiding principles nurture participatory governance in collegial bodies like DPAC and the Academic Senate. Further, the Presidential Task forces have focused on specific projects like the establishment of the Student Equity Center, the response to COVID-19, and the Center for Teaching Excellence's Professional Development programs. SMC knows that a wider range of voices aligned with the college mission and goals leads to greater, lasting innovation.

A.2 The institution establishes and implements policy and procedures authorizing administrators, faculty, and staff participation in decision-making process. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The College has built a fully integrated process into its decision making at all levels to highlight the benefits of diverse perspectives coming together with a shared vision. The Student Trustee participates in all votes and decision making within the Board of Trustees. The Student Trustee is elected annually through a campus-wide student election process ([IVA2 1 BP2015 Student Trustee](#)). Further, the Board established the District Planning and Advisory Council (DPAC), recognizing it as the body primarily responsible for making recommendations to the CEO. To this end, DPAC coordinates the integrated planning process of District-instituted policies and procedures that outline the participatory roles for students, faculty, administrators, and staff.

DPAC's design assures this representative inclusivity by drawing input from all four constituent groups. Board Policy 3250 states "The CEO in consultation with the Board of Trustees and Academic Senate, shall ensure that Santa Monica College maintains strategic initiatives. This planning process involves the District Planning and Advisory Council, includes other segments of the College as appropriate" ([IVA2 2 BP3250 Institutional Planning](#)). With that, Administrative Regulation 4020 requires the Curriculum Committee to have two student

representatives ([IVA2_3_AR4020_Curriculum_Committee](#)) which has produced outstanding participation. Along with that the previously mentioned panels, Student Affairs, The Equity and Diversity Committee, and the Joint Academic Senate Institutional Effectiveness Committee have flourished under shared stewardship of all four constituencies ([IVA2_4_Student_Affairs_C-Minutes-9-15-21](#), [IVA2_5_Minutes_Inst_Effect_Committee_10-13-21](#), [IVA2_6_Equity_Diversity_C_minutes_5-18-22](#)).

The involvement of students on the Academic Senate Joint Institutional Effectiveness Committee (IEC) has led to additional funding and resources for an existing student program for undocumented students, the DREAM program, and an emerging program for formerly incarcerated and system impacted students, the RISING program. The IEC's primary scope and function includes reviewing and analyzing the College's performance on effectiveness metrics and making recommendations to the District's central planning body based on the data. In response to data about undocumented and formerly incarcerated students in a committee meeting, students who served as interested party members on the committee, initiated awareness campaigns for prospective students who may be eligible for the program and garnered additional funding from various college departments to provide additional resources and direct aid for students in the programs.

The Academic Senate bylaws govern how faculty participate in decision-making processes involving academic and professional matters under the "10+1" purview. The bylaws stipulate terms of membership, the duties and responsibilities of faculty senators and executive committee members, the procedures for meetings, as well as the scope and function of all senate committees, including Joint Senate Committees that report to DPAC. Student participation on Senate Committees is highly encouraged, and provisions for student participation and voting are stipulated in the Academic Senate bylaws 10+1 included in AB 1725 requires the Board of Trustees to consider the Academic Senate's recommendation as the primary recommendation on those items of Professional Development and Grading Policies ([IVA2_7_BP2511-Participatory_Governance](#), [IVA2_8_Academic_Senate_Bylaws_Page_4](#)). If not, the Board must give a reason publicly.

The last five-year planning cycle at the college was 2017-2022, and the College is currently in the process of developing a new five-year strategic plan ([IVA2_9_DPAC_Minutes_5-25-2022](#)). DPAC Annual Action Plans, The SMC Equity Plan, a Strategic Enrollment Management Plan, and Annual Academic Senate Goals and Objectives, are all devised in service of participatory governance to support the school's mission as well as the Board's Goals and Objectives. Student engagement with college planning is of paramount importance at Santa Monica College. The DPAC Charter mandates student participation on the planning council with Staff, Faculty, and Administrators. It allocates two seats for student representatives.

Analysis and Evaluation

SMC meets the standard through Policies and Procedures such as BP3250, BP2015, and the 10+1 rule, defining the governing aspects of DPAC, the Academic Senate, and the Board of Trustees to clearly delineate the decision-making process as joint collectives presenting all constituent perspectives. Provisions for student membership are included in recommendation-

making bodies like DPAC and the Academic Senate Joint Committees, as well as in the Board of Trustees, bringing forward change that has benefitted the student learning community in their collegial paths.

A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

The District has clearly defined institutional policies and procedures that describe the role for each group in governance, including planning and budget development. Participatory Governance is a valued engine of collaboration, engagement, and innovation. Board Policy 2511 “recognizes the Academic Senate (The Senate) as the body which represents faculty in collegial governance relating to academic and professional matters.” Board Policy 2511 along with Board Policy 2515 further outlines which areas the District shall “rely primarily” on for recommendations, as well as the processes for reaching “mutual agreement” ([IVA3 1 BP2511 Participatory Governance-Academic Senate](#); [IVA3 2 BP2515 DPAC](#)).

Joint Committees of the Academic Senate consist of faculty and administrative members “in a 2:1 ratio”, and a provision is made for the inclusion of students and classified staff members on all Joint Senate Committees. The function, scope, and responsibilities of the Academic Senate Joint Committees are listed in the Academic Senate bylaws ([IVA3 3 AC Bylaws pg15-19](#)).

Board Policy 2512 ([IVA3 4 BP 2512 Participatory Gov Classified](#)) likewise stipulates that “classified staff shall be afforded opportunities to participate in the formation and development of District and college policies and procedures” and describes the way by which the California School Employees Association (CSEA) appoints staff to appropriate committees. Furthermore, Board Policy 2513 makes provisions to include student participation in the development of policy via the inclusion of a Student Trustee, and by soliciting and hearing recommendations on appropriate matters by duly elected representatives of the Associated Students. BP2513 likewise includes provisions for the selection of students to serve on DPAC and Academic Senate Joint Planning Committees ([IVA3 5 BP2513 Particip Gov Students](#)). Finally, Board Policy 2514 provides for inclusion of the Management Association in the processes of participatory government, stipulating that the CEO “appoint managers and confidential employees to represent the Administration/Management Association on the District Planning and Advisory Council (DPAC) and its planning subcommittees ([IVA3 6 BP2514-Particip management](#)).”

The Board of Trustees makes space available on each of its agendas to hear a verbal report from a representative of each of the organizations representing college constituent groups: The Academic Senate, The Faculty Association, Associated Students, CSEA, and the Management Association ([IVA3 7 BoT Agenda](#)). This provision to hear monthly reports allows the Board of Trustees to hear directly from constituent leaders who both lead participatory governance and planning processes at the College.

Analysis and Evaluation

SMC meets this standard by setting forth College Board Policies with the means by which classified staff, the Associated Students, and the Management Association participate in shared governance and decision-making through the DPAC decision-making process. Furthermore, the Academic Senate bylaws outline how faculty, administrators, students, and classified staff work together on “10+1” issues.

A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

The District has implemented policies and procedures that describe the official responsibilities of authority of the faculty and of academic administrators in curricular and other educational matters, and regularly evaluates these policies and procedures to ensure they are being followed and are functioning effectively. The faculty and academic administrators assigned to the baccalaureate program have responsibility for making recommendations to appropriate governance and decision-making bodies about curriculum, student learning programs, and services for the program.

SMC believes that the curriculum of a college is a manifestation of its philosophy. Therefore, additions and changes to the curriculum must be carefully developed and considered by all involved in the Curricular process, including faculty, administrators, and students. The Curriculum Committee is a joint committee of the Academic Senate with responsibility for the process of “mutual agreement” regarding curriculum as defined in Board Policy 4020 ([IVA4_1_BP4020_Course_Development](#)). All new programs, courses, degrees and certificates, as well as all program, course, and degree/certificate revisions, must be approved by the Curriculum Committee. Policy and implementation of recommendations prepared by the Curriculum Committee are forwarded to the Academic Senate for ratification ([IVA4_2_Academic_Senate_Agenda_Standing_Curriculum](#)). If ratified by The Senate, the approved items are submitted to the SMC Board of Trustees for approval. ([IVA4_3_BOT_Agenda_Curriculum_Approval_Item](#)).

The process for developing curriculum at SMC has been notably innovative and effective during the pandemic. The Committee approved over 700 courses for distance education by December 2020 to meet the Chancellor’s Office requirements and continue to provide courses online when our on-ground options were restricted. The Committee worked with faculty and administrators to innovate new methodologies to deliver course material so that these courses could continue during the pandemic. During the 2020-21 Academic Year, the committee approved a total of 1,430 curriculum items (IV4_4) led to the current pilot program of a hybrid instruction model, whereby on-ground instruction will simultaneously be transmitted via the internet to give students flexibility in how they attend classes. If successful in Fall 2022, SMC will implement

this model on a wide-ranging basis.to the current pilot program of a Hy-Flex instruction model, whereby on-ground instruction will simultaneously be transmitted via the internet to give students flexibility in how they attend classes. If successful in Fall 2022, SMC will implement this model on a wide-ranging basis.

Curriculum development is data driven and informed by the College's Institutional Effectiveness metrics. Institutional effectiveness is defined as "the extent to which the college meets its mission and goals." The Academic Senate Joint Institutional Effectiveness Committee (IEC) is responsible for reviewing data metrics provided by the Office of Institutional Research, making recommendations to DPAC to identify college priorities and institutional planning based on analyses of the college's performance on the IE metrics against target goals and institution-set standards, and provides input on data to be included in the program review process ([IVA4 5 SMC Annual IE Report](#)). The IEC advises the Program Review and Curriculum Committees and departments on issues related to outcomes assessment and program evaluation to ensure processes are integrated with college-wide goals, initiatives, and metrics. The IEC reviews institutional level outcomes data to inform program and institutional decision-making and planning. The Annual Institutional Effectiveness report informs recommendations to DPAC, especially regarding the development and assessment of the College's Strategic Initiatives ([IVA4 6 Institutional Effectiveness DPAC Report 20-21](#)).

Analysis and Evaluation

SMC meets this standard with Board Policies that provide a clearly defined structure by which faculty and administrators are responsible for curricular recommendations via the Curriculum Committee. These processes relating to student success and completion are aligned with college goals using metrics established by the Joint Academic Senate Institutional Effectiveness Committee (JASIEC). Those metrics are passed forward to DPAC, aligning them with the perspectives of faculty, students, classified staff, and the Management Association. Once a consensus is reached, DPAC forwards their recommendations to the Senate unless a funding source is required. If so, the recommendation moves to the DPAC Budget Committee. Either way, the CEO is required to respond to all DPAC recommendations. Curriculum decisions are distinctly communicated in the committee's minutes and voted on bi-monthly in the Academic Senate Meetings.

A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Board Policies regarding governance procedures specify the appropriate roles for staff and students, ensuring diverse perspectives from various constituent groups are included in college decision-making.

DPAC membership is stipulated by Board Policy 2525, and “shall comprise representatives of the faculty (Academic Senate and Faculty Association), classified staff, students (Associated Students) and Management (Administration/Management Association), who shall mutually agree upon the numbers, privileges, and obligations of council members ([IVA5 1 BP2515 District Planning Advisory Counsel](#)).” Recommendations from DPAC are sent to the Superintendent for response, which will be made by the next meeting. The subcommittees of DPAC are comprised of administrators who are engaged with college policy aligned with committee work, as well as faculty staff and students frequently joined by experts and/or parties who have knowledge in the field ([IVA5 2 Academic Senate Bylaws Page 12-19](#)).

Expertise and collegial decision-making by faculty, administrators and students is coordinated by the Academic Senate Joint Committees, which work as shared governance groups. The twenty-two Academic Joint Committees and Subcommittees are comprised of members from faculty, administrators, students, and classified staff who are experts and/or interested parties in the work of the committee. The CEO is responsible for appointing members from administration for all Joint Standing Committees. The process of consensus guarantees that all voices are heard. It offers the opportunity for engagement, debate, and collaboration. The Senate President appoints the Executive Committee from the chairs of the Senate's Joint Committees and Subcommittees so the Academic Senate Executive Committee can channel the workflow of the Academic Senate's decision-making ([IVA5 3 Academic Executive Committee Roster](#)). These seats are appointed on the committee's scope and purview, the basis of the Chair's expertise, knowledge of the College, as well as the College's commitment to equity and student success. At the beginning of the Academic year, the Academic Senate Executive Committee holds an annual planning meeting to plan annual strategic objectives aligned with equity goals that lead to student success as outlined in the “10+1” purview ([IVA5 4 10plus1](#)).

Administrative Vice Chairs of each Joint Committee are appointed by the Superintendent President or designee, and work closely with faculty chairs to innovate toward successful completion of college goals ([IVA5 5 Admin Assignments To Committees](#)).

Accordingly, to provide space for all constituent groups to contribute their input, monthly Board of Trustees Reports include a report from the CEO, Associated Students, the Academic Senate, The Management Association, CSEA, and the Faculty Association ([IVA5 6 BoT Goals-Pg 5](#)).

Over the last several years, the CEO convened two Presidential Taskforces. The first was on Gender, Equity, and Social Justice (GESJ) while the second centered on COVID-19's impact on Campus Operations, The COVID-19 Impact Taskforce (CIT). The CEO worked with the Academic Senate President to choose members of each constituent group while also aiming for experts in those fields. Special consideration was given not only to the expertise of taskforce members, but also to the racial diversity of the committee itself in alignment with Santa Monica College's commitment to equity and inclusivity ([IVA5 7 Equity Center Report](#)). The GESJ Taskforce found that they could successfully steady the learning experience for students who came in at a disadvantage. These students would benefit from a foundational rethinking of that experience. “The basis of the redesign effort is to utilize a Guided Pathways Framework to make the student experience more intentional, supported, and clear.” From this success the

Taskforce recommended creating a Student Equity Center that would be able to take over further advances in student retention and success ([IVA5 8 Guided Pathways Report](#)). The CEO Coordinated with the Taskforce, the academic Senate, DPAC Subcommittees, and the Board of Trustees to allocate a budget, secure a location for the Pride Center, while creating positions for a new Dean and staff ([IVA5 9 Job Position Dean PEI](#)). Once established, the Equity Center formed two advisory groups (a Social Justice advisory and one for Gender and Equity) consisting of all four constituent groups to provide expertise regarding their issues to campus decision-makers. The advisory groups are on their way to successfully helping a previously neglected subset of students.

The Taskforce on the Impact of COVID-19 on Campus Operations also came together from members of the four college groups to guide SMC through the last two-and-a-half years ([IVA5 10 COVID impact Taskforce Roster](#)).

As a member of the Community College League of California (CCLC) Policy Procedure Service, the College receives biannual updates with recommended policy and procedure revisions that are distributed for consideration among relevant DPAC and Academic Senate Committees. This ensures that appropriate expertise is utilized in the drafting and recommendation for all Board Policy and administrative regulation changes ([IVA5 11 AR4020 Curriculum Committee List](#)).

Analysis and Evaluation

SMC meets this standard with Board Policies clearly laying out the processes for college constituent groups to participate in collegial decision-making. Furthermore, constituent groups may engage their representatives on DPAC and in the Academic Senate joint committees to participate directly in decision-making processes. Recommendations made by DPAC regarding policy, action plans, and academic and student service-related action plans are evaluated by the DPAC Budget Committee and require a timely response from the CEO.

A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The College has processes to document and communicate decisions widely and effectively, across the institution. Board Policy 2340 stipulates “an agenda shall be posted adjacent to the place of the meeting as well as on the District’s internet website at least 72 hours prior to the meeting time for regular meetings. The agenda item shall include a brief description of each item of business to be transacted or discussed at the meeting. If requested, the agenda shall be provided in appropriate alternative formats so as to be accessible to persons with a disability ([IVA6 1 BP2340 Agendas](#)).” The Board of Trustees provides a monthly summary communicating the proceedings of their meeting to the public in addition to minutes

[\(IVA6 2 BoT summaries\)](#) Likewise, all agendas for committees under the purview of The Academic Senate are posted outside the Senate Office and on each committee website (except during COVID-19, when emergency protocols require posting only on websites). Academic Senate Joint Committees and Subcommittees, via the committee’s chair, make recommendations on policy, procedure, and share their work directly to the Academic Senate Executive Committee for consideration, in accordance with Academic Senate bylaws [\(IVA6 3 Senate Bylaws Page15\)](#), each constituency group is provided with a page on the SMC website to post meeting agendas and minutes in a timely manner: [\(IVA6 4 DPAC Sample Sub comm Agendas On Webpages\)](#).

DPAC is responsible for making recommendations to the CEO regarding long-term planning and achievement of the College’s equity and student success goals. Aside from directly reporting to the Superintendent, DPAC regularly posts agendas and minutes on their website. In addition, the District’s DPAC Coordinator compiles a Quarterly Report which is distributed to the entire college community via the District’s ListServ [\(IVA6 5 DPAC Quarterly Reports VIDEO; IVA6 6 DPAC Semi-Annual Update Sep 2021-Feb 2022.pdf\)](#). Responses made by the CEO to Annual DPAC actions may be found on the DPAC website [\(IVA6 7 PresSuperintendent to DPAC\)](#).

The CEO communicates directly to SMC faculty, administrators, staff, and students via monthly newsletters which include timely information points, celebratory congratulations, important safety protocols, and the description of innovations in policy and procedure [\(IVA6 8 Dr Jeffery Bulletins; IVA6 9 SMC IN FOCUS Newsletter\)](#). The CEO likewise delivers a semi-annual address “The State of the College” at each “Flex Day” professional development event updating and uniting the entire community around a common message on planning, goals, budget, equity, and student success [\(IVA6 10 Dr Jeffery Flex Addresses VIDEO\)](#).

Analysis and Evaluation

SMC meets this standard by offering a variety of ways in which the process for decision-making and the resulting decisions are communicated across the college. All agendas and minutes of the Board of Trustees, The District Planning Advisory Council, and the Academic Senate are posted on their respective websites. DPAC makes a semi-annual update which is sent as a bulletin to the college community and produces an annual report. In addition, the Superintendent President communicates with the wider community through regular bulletins and updates, the SMC In Focus newsletter, and semi-annual Professional Development (Flex) Day events.

A.7 Leadership roles and the institution’s governance and decision-making policies,

procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The District regularly evaluates its leadership roles and the institution's governance and decision-making policies. The results of these evaluations are communicated to the campus community. Furthermore, the District uses the results of these evaluations to identify weaknesses and to make needed improvements. Board Policy 2745 outlines the processes to assess its own performance as a Board to identify its strengths and areas that may improve its functioning ([IVA7 1 BP2745](#)). The policy stipulates that the board discuss the results of the evaluations, in public, at a regular Board of Trustees Meeting. Board Policy 2435 "Evaluation of the CEO stipulates the CEO be evaluated "annually...(and) the performance criteria will be drawn each year from goals and priorities identified by the Board of Trustees ([IVA7 2 BP2435](#))."

DPAC reviews the progress made on Annual Action plans yearly and indicates whether plans are "substantially completed" or "in progress" ([IVA7 3 DPAC Annual Action Plan Form](#)). The Annual Institutional Effectiveness report communicates progress the College has made toward academic and student success goals ([IVA7 4 IE Annual Report](#)).

The Academic Senate creates annual goals at their fall retreat, and in the process reviews the goals of the preceding year. Goals are evaluated in alignment with overarching college goals and priorities, such as the Santa Monica College Equity Plan, and the Goals of the Redesign of the Student Experience. Each year the Senate produces an annual report, submitted to the Board of Trustees, detailing the work of joint committees ([IVA7 5 Annual Academic Senate Report Example](#)).

Analysis and Evaluation

SMC meets this standard by embracing the process for regular evaluation of the Board of Trustees, and the Superintendent/President as outlined in Board Policy. The Board of Trustees creates annual Board Goals and Priorities that they communicate to the college. The progress of planning goals is evaluated each year by DPAC, and Senate goals are devised yearly at the annual Academic Senate Retreat. Progress toward those goals is evaluated yearly in a year-end report. Progress toward the completion of institutional student success goals is communicated in the annual Institutional Effectiveness report and presented at the Board of Trustees, thus "closing the loop" of the planning process.

Standard IVA Conclusions:

Santa Monica College is an institution committed to the benefits of transparent decision-making processes that keep us aligned with the college mission of increasing student academic success. College leaders participate in the shared governance process in a myriad of ways that ensure that

voices and innovations presented from all college constituent groups, including faculty, students, classified staff, and administrators are heard and considered in the planning process. Many Board policies indicate the process for the various constituent groups to engage in the participatory governance process. Each step is set by the various sectors: the Board of Trustees lays out its Annual Goals and Priorities; the Academic Senate bases its goals on student progress and those annual goals; and DPAC's annual action plans are also created in service of the larger Strategic Plan and goals of the Board.

College-wide planning is coordinated by the DPAC and its subcommittees. Annual action plans are solicited from relevant areas in service of the college strategic goals. Funding for action plans is considered by the DPAC Budget Committee, which informs DPAC of relevant concerns. DPAC then makes a recommendation to the CEO regarding the Action Plans, and responses are made in a timely manner. Any member of the college community may engage in the planning process by making public comments at DPAC committee meetings and working through their committee representatives to suggest innovations regarding planning toward the completion of SMC's college wide goals.

SMC prides itself on regular and effective communication of the decision-making process and progress made toward the achievement of institution-wide goals. All agendas and minutes of the Board of Trustees, DPAC and Subcommittees, as well as the Academic Senate and Subcommittees are posted according to Brown Act regulations on publicly accessible websites. The Board of Trustees, DPAC and the Academic Senate produce publicly accessible annual reports. The CEO communicates the results of planning bodies and decision-making process through regular Bulletins, Professional Development Day addresses, as well as District bulletins.

Plan for Improvement

As detailed in the Quality Focus Essay, the College seeks to improve the overall planning process, leading to a new Master Plan for Education.

B. Chief Executive Officer

B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

Board Bylaw 2430, Board Policies and Administrative procedures, identifies the responsibilities of the Superintendent/President CEO) to develop, recommend, and implement Board Policies that relate to the quality of the institution ([IVB1 1 BP2430 Delegation Authority Supt President](#)). The CEO position description outlines the qualifications, skills, and abilities required to lead the institution, including the responsibility for the selection and development of College personnel ([IVB1 2 Job desc Superintendent-President](#)). The CEO's job description states that the CEO shall ([IVB1 3 BP7120 recruitment and selection](#); [IVB1 4 AR7120 Hiring faculty](#)):

- Provide leadership in the recruitment, hiring, and retention of a highly qualified and diverse faculty and staff.
- Provide academic and professional leadership to the faculty and staff. Exercise administrative and supervisory authority over all the employees of the Board and all employee functions of the District.
- Exercise supervisory authority, in general, through the senior management staff.

The CEO has purview over the following:

- Approval of the job description for a vacant or newly created administration position and authorization of a search.
- Exercise discretion to move and appoint an incumbent permanent administrator to another lateral administrative position.
- Interview final candidates and select the finalist for recommendation to the Board of Trustees.

Board Policy and Administrative Procedure 7210 Recruitment and Selection gives the CEO authority over the final selection of all full-time faculty through interviewing the final candidate and making the hiring recommendation to the Board of Trustees ([IVB1 5 BP7210 Academic Employees](#)).

The CEO has primary responsibility for the hiring of full-time faculty, Deans, and Academic and Classified Managers. The Vice President of Human Resources as an appointee of the CEO, co-chairs annual the Joint Academic Senate Full Time Faculty Ranking Committee, which makes recommendations to the CEO regarding which programs and departments to prioritize hiring full-time faculty ([IVB1 6 Ranking Committee Minutes](#)).

The CEO oversees DPAC, which, as discussed previously, is the primary participatory governance committee responsible for recommendations to the CEO on matters that are not otherwise the primary responsibility of the Academic Senate, Classified School Employees Association, Associated Students, or the Management Association. Issues include, but are not limited to, budgets, facilities, human resources, instruction, student services and technology planning.

The CEO ensures the professional development of college personnel by collaborating on the

delivery of professional development activities throughout the academic year. The CEO participates in the College’s professional development activities each Fall and Spring Professional Development Day. The CEO relies upon the Professional Development Coordinator, the Professional Development Committee, and the Classified Professional Development Committee to assist in creating activities for faculty, staff, and administrators. The CEO models a commitment to professional development by participating in external professional development activities.

The CEO regularly communicates institutional value, goals, institution-set standards, and other relevant information, to internal and external stakeholders, by participating in college-wide professional development activities at fall and spring “Flex Day,” every year. The CEO delivers a “State of the College” address at each Flex Day, which includes an update on the budget ([IVB1 7 President Flex Address](#)). The CEO sends a regular newsletter to the District updating the community regarding College innovations and directions ([IVB1 8 Presidential Newsletter](#)). Furthermore, the CEO communicates the importance of a culture of evidence and a focus on student learning in the college-wide bulletin “SMC In Focus” ([IVB1 9 SMC in Focus](#)).

In 2017, the CEO created the Presidential Taskforce on Gender Equity and Social Justice to study and collect data on gender and racial equity practice that would better serve the College’s students, faculty, and staff. The Taskforce produced a list of recommendations and report which would serve as a blueprint for the student equity center ([IVB1 10 GESJ Recommendations and Report](#), [IVB1 11 Student Equity Center Website](#)).

As part of the initiative to reduce racial equity gaps, the CEO appointed a new Dean in 2019. The Dean of Pathways, Equity, and Inclusion has galvanized efforts to organize a clear drive toward racial equity in student outcomes via our Guided Pathways Program ([IVB1 12 Job Position Dean PEI](#)).

The institution has mechanisms in place to link institutional research, particularly research on student learning, to institutional planning processes, and resource allocation processes, all driven by the CEO.

In 2020, when the COVID-19 pandemic began, The CEO convened the Emergency Operations Team (EOT) with members from all constituent groups, in order to make nimble and flexible decisions regarding our delivery of instructional and student services, as well as safe access to campus facilities ([IVB1 13 Roster and Minutes of EOT](#)).

Analysis and Evaluation

SMC meets this standard through CEO leadership that provides oversight in planning, organizing, and budgeting, along with the selection and professional development of College personnel. The CEO, as stipulated in Board bylaws, CEO job description, and administrative procedures, bears primary responsibility for institutional effectiveness.

B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

Through Board bylaws, the CEO has authority to plan, oversee, and evaluate an administrative structure organized and staffed to reflect the College’s purpose, size, and complexity. The College’s administrative organizational chart details administrative personnel and reporting lines that all lead from the CEO to her team of Vice Presidents and Senior Staff responsible for the areas of Academic Affairs, Student Services, Business Services, Human Resources, Government relations and Institutional Communications, Enrollment Development, and Information Technology (IT). ([IVB2 1 Org Chart Mar 2022](#)). Each Vice President leads and coordinates a staff of Deans and Directors who are responsible for carrying out policy and making recommendations ([IVB2 2 BP2430 CEO Delegation of Authority](#)). The Vice Presidents effectively delegate authority over day-to-day operations to their Deans and Directors which enables smooth and efficient management.

This structure enables the College to pivot for unusual or emergency circumstances. For example, the creation of the Emergency Operations Team ensured that authority was delegated to the appropriate administrators to see the college through the ongoing COVID-19 era, which required nimble changes in planning and resource allocation ([IVB2 3 EOT Taskforce](#)).

The CEO is responsible for approving the job descriptions of all administrators. The Board of Trustees delegates authority over business and fiscal matters to the CEO and their designee. ([IVB2 4 BP6100 Delegation of Authority Fiscal](#)). The CEO measures the success of this responsibility for the effectiveness of College administrators through weekly Senior Staff meetings and monthly management meetings. The CEO also analyzes the outcomes with the Annual Administrator Evaluation process ([IVB2 5 BP 7150 Evaluation](#)).

The CEO, via the Vice President of Human Resources, directed the revision of the College’s Equal Employment Opportunity Plan, which was approved by the Board of Trustees August 4, 2020 ([IVB2 6 Updated EEO Plan](#)) along with realigning the College’s goals for equity and student success. This drove changes in planning, budget allocation, and professional development in 2020 when the CEO established and hired a new position, the Dean of Pathways, Equity, and Inclusion ([IVB2 7 Dean PEI Job Description](#)). This position is intended to develop, guide, and implement innovative policies surrounding the College’s commitment to equity and inclusion for Latinx and Black students and the implementation of Guided Pathways/The Redesign.

Analysis and Evaluation

SMC meets this standard in that the CEO has authority over an administrative structure that is appropriate for the scale, mission, and complexity of the College’s growing needs. Every layer

of planning and development has consistent feedback loops and oversight to allow for flexibility and stamina in the ever-changing environment of collegiate studies and meeting student needs. The CEO continually works with campus constituencies to evaluate administrative staffing needs and effectiveness. The CEO delegates authority to the appropriate administrators and evaluates those administrators based on the mission and goals of the College, allowing the College to pivot rapidly when addressing unexpected circumstances.

B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high-quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The CEO guides institutional improvement of the teaching and learning environment at Santa Monica College. Through collegial process, DPAC discusses and approves recommendations from standing committees. These recommendations include College ethics policies and procedures, institutional priorities, and goals. Per Board Policy 3260 District-Planning and Advisory Council-Membership includes representatives from all participatory governance groups (Academic Senate, Associated Students, Administrators and Management Association), as well as collective bargaining units, such as the Faculty Association and CSEA ([IVB3 1 BP3260 DPAC](#)). Under the leadership of the CEO and through regular discourse in meetings at DPAC, the District ensures an inclusive and transparent dialogue on core campus issues. This allows all campus constituent groups a voice in presenting and discussing ideas for improving the practices, programs, and services which support the mission of the college.

The Joint Academic Senate Institutional Effectiveness Committee and the Accreditation Steering Committee make recommendations to the District Planning and Advisory Council on institutional performance standards for student achievement. The CEO appoints the administrative co-chair of both committees, ensuring the establishment of student-performance standards. Both committees rely on the expertise of their respective committee members, which includes significant input from the Academic Senate and the Dean of Institutional Effectiveness who serves as the administrative co-chair of both committees ([IVB3 2 Scope Function Inst Effectiveness](#)).

In 2017, college constituents worked with members of the Collaborative Brain Trust via a process initiated by the CEO to devise a five-year plan (2017-2022) which focused on Student Success, Staffing, and Technology goals, among others ([IVB3 3 Strategic Plan 2017 2022](#)). The Institutional Effectiveness Committee sets institutional performance standards for student

achievement. The committee is co-chaired by The Dean of Office of Institutional Research and the Faculty Chair of Chairs, and ensures that all college student success goals, priorities, and metrics are considered when making decisions regarding planning and budget allocation ([IVB3 4 BP3225-Institutional Effectiveness](#)). The Institutional Effectiveness Committee gives regular presentations to the Board ([IVB3 5 BoT Minutes 6-7-2022 reference pg64](#)). Likewise, the Program Review process, guided by the Joint Academic Senate Program Review Committee, ensures that educational and student service planning rely on excellent data and research provided by both statewide and local resources ([IVB3 6 Program Review Scope Function](#)). The Office of Institutional Research conducts myriad professional development activities ([IVB3 7 Data Coaching Wksp Canvas](#)) to ensure that faculty and staff have the skill necessary to access and interpret the data necessary to plan and innovate.

SMC's Equity Plan was also guided by members of the administration appointed by the CEO in conjunction with the Equity Steering Committee. The plan was recommended for approval by the Academic Senate, and ultimately approved by the Board of Trustees ([IVB3 8 SMC Equity Plan 2019 2022](#)).

The CEO furthermore assumes primary leadership by appointing the administrative vice-chairs of all Academic Senate Joint Standing Committees including DPAC and its subcommittees ([IVB3 8a Senate Executive Committee](#)). All committees use internal data and external data on student success, which are used as the foundation for decision-making, planning, and budget allocation. Annual Action Plans devised by DPAC to ensure yearly progress toward long-term college planning and goals are sent to the DPAC Budget committee for review and recommendations to the CEO regarding the integration of college success goals within the budget, ensuring that the allocation of resources supports and improves achievement and learning ([IVB3 9 Budget Com Agenda Annual Action Plans](#)).

The CEO ensures that the allocation of resources supports and improves learning and achievement by working within the process outlined in Board Policies and Administrative Regulations. Instructional programs and administrative units across the College submit program reviews, which include analysis of completion and equity data, plans for program improvement, and resource requests that include analysis of how resource augmentation would affect program equity, access, and success. The Program Reviews include specific requests for personnel, equipment, facilities, and professional development needs. The Program Reviews are the basis of requests submitted by administrative units to the CEO for inclusion in the annual Budget Retreat, where general fund resource request prioritization occurs. The CEO participates in the annual resource allocation process by prioritizing requests. Please see Standard II for more detailed discussion of Program Reviews.

The CEO reviews all budget requests prioritized through the Personnel and Budget Augmentation Request (PBAR) process, which is described in more detail in Standard IIID. The PBAR form includes the following requirements:

- Describe the request in detail
- Explain the justification for the request

- Describe what this request will accomplish if funded
- Specifically describe how this request aligns with
 - Board policy
 - the College's vision, mission, goals, and institutional objectives
 - the Educational Master Plan
 - the Facilities Master Plan
 - the Technology Master Plan
 - District Initiatives
 - State and/or Federal mandates
 - the department's program review, health and safety concerns, grant agreements and/or accreditation standards

Analysis and Evaluation

SMC meets this standard with the Superintendent/President affecting high-level oversight of all planning, resource allocation, and goal setting. The Superintendent/President leads the College in collaborative decision-making processes, which include representatives from all constituency groups on campus, based on internal and external data.

Plan for improvement:

As detailed in the Quality Focus Essay, the Program Review process is undergoing revision, which will result in more effective connection to the Mission and Vision.

B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

Board Policy 3200 stipulates “the CEO shall ensure the District complies with the accreditation process and standards of the Western Association of Schools and Colleges (WASC), Accrediting Commission of Community and Junior Colleges (ACCJC) and of other District programs that seek special accreditation ([IVB4_1_BP3200](#)).

The CEO ensures compliance by appointing the Accreditation Liaison Officer (ALO), who oversees the entire process as an independent observer. In consultation with the Academic Senate President, the CEO establishes the Accreditation Steering Committee, which is responsible for guiding the process and writing the report ([IVB4_2_Accreditation_Steering_Com_Roster](#)). The CEO, working with the ALO, also appoints administrative members in conjunction with the Academic Senate President who appoints faculty membership. The CEO sees that training is completed from the ACCJC then meets regularly with the ALO and

accreditation leadership team, receiving updates on the Accreditation Processes and presenting them to the college community at the semi-annual State of the College Address, on Flex Day ([IVB4 3 President Flex Address](#)).

The CEO attended an Accreditation Training Session for college leaders with SMC's Accreditation Liaison Officer Kevin Bontenball ([IVB4 4 Accred SM Board Training 3-6-21](#)).

Analysis and Evaluation

SMC meets this Standard with the CEO maintaining primary responsibility for guiding the process of accreditation, along with appointing personnel and overseeing the faculty and staff responsible for documenting and assuring that SMC meets all standards.

B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The CEO oversees the implementation of statutes, regulations and governing board policies that assure institutional practices are consistent with the College's mission and policies, including effective control of the College's budget and expenditures. Board Policy 2430—Authority of the Board Delegated to the CEO, specifically assigns full responsibility and authority to the CEO to carry out the College's policies, to meet compliance with all relevant laws and regulations, and to specify administrative rules and regulations essential to the implementation of policies, statutes, laws and regulations ([IVB5 1 2430 Delegation Authority](#)) policies and goals by attending monthly Board of Trustees meetings, Board subcommittee meetings, and ad hoc committee meetings of the governing board. Additionally, the CEO secretary on the Board of Trustees. The CEO uses bi-monthly meetings of DPAC and weekly meetings of the Senior Staff as the vetting ground for recommendations, and to ensure that institutional practices and expenditures align with policies and procedures, as indicated in Board Policy 3250, Integrated Planning ([IVB5 2 BP 3250 Integrated Planning](#)).

The CEO ensures budget and College expenditures align with college goals and complies with regulations and laws by working with the Vice President of Business and Administrative Services, who also serves as the CEO's designated administrative co-chair of the DPAC Budget Subcommittee. The DPAC Budget Subcommittee meets twice a month and works within participatory governance structures to produce collaborative budget recommendations in service to the College's goals. The DPAC Budget Committee includes representation from all college constituent groups, posts public agendas and minutes in accordance with the Brown Act ([IVB5 2 Budget Com Action Plans](#)).

The CEO provides budget updates to the community semiannually at college wide "Flex Day"

professional development events. ([IVB5 3 Budget Portion Flex Day Address](#)).

The VP of Business Services gives regular quarterly budget updates to both the DPAC Budget Subcommittee and the Board of Trustees ([IVB5 4 Quarterly Budget in DPAC](#); [IVB5 5 Quarterly Budget Update BoT 2-1-2022 Agenda.pdf](#)), as well as monthly updates to the Board.

The CEO ensures that regular updates regarding the budget are included in weekly Senior Staff meetings, monthly Management Team meetings and DPAC meetings. The CEO ensures that the Board is informed about the budget on a regular basis and in advance of being asked to approve the tentative and adopted budgets.

Analysis and Evaluation

SMC meets this standard, as the CEO assures adherence to statutes and regulations by delegating responsibilities and overseeing administrators that have expertise in their areas of oversight. The CEO attends regular meetings of the Board of Trustees as well as all subcommittee meetings. The CEO chairs the District Planning and Advisory Council and reviews all budget requests prioritized through the Program Review and Personnel and Budget Augmentation Request (PBAR) process.

B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The CEO works and communicates effectively with the communities served by the College. The CEO ensures that communities served by the college are regularly informed about the institution. The CEO is an integral member not only in the SMMUSD communities of Santa Monica and Malibu, but the wider Los Angeles Area, and is a member of key committees in the geographical region. These include:

- AltaSea Partnership
- Asilomar Leadership Skills Seminar
- Broad Stage Foundation Board of Directors
- California Community College Athletics Association Board of Directors,
- California Guided Pathways
- CEO Leadership Academy, Community College League of California
- Citizens Bond Oversight Committee
- KCRW Board of Directors
- LA Partnership for Early Childhood Investment
- Los Angeles Regional Consortium (LARC)
- Malibu Chamber of Commerce
- Malibu Public Facilities Authority
- President's Round Table of African American CEO's

- President’s Task Force – COVID 19
- President’s Task Force on Gender Equity and Social Justice
- Providence St. John’s Health Center Local Board of Directors
- Santa Monica College Foundation Board of Directors
- Santa Monica Chamber of Commerce
- Santa Monica Early Childhood Task Force
- SMC General Advisory Board
- SMC Global Citizens Symposium
- Santa Monica Sister City

Through a variety of community service organizations, the CEO works and communicates effectively with the communities served by the institution ([IVB6 1 Calendar Community Events](#)).

Analysis and Evaluation

SMC meets this standard vis-à-vis the CEO’s extensive engagement with local, statewide, and national communities, all of which are directly connected to SMC in the goal of serving students while forging tangible connections within the broader community. SMC’s participation in these various organizations reinforces the College’s prominence as a nationally recognized institution of higher learning.

Conclusions on Standard IVB

The CEO provides effective leadership for the College and ensures sound fiscal management and the delivery of appropriate instructional and student services through an effective organizational structure.

The CEO ensures that resource allocation is driven by data from program review and institutional effectiveness. Board Policies and Administrative Regulations are developed and reviewed on a regular schedule. The CEO coordinates the Board of Trustees Subcommittee on Policies, providing the Board time to review proposed and revised Board Policies before recommending to the full Board for approval as part of the Board’s policy-making role. The CEO embraces the responsibility for the College meeting accreditation standards and participates in external accreditation site visits to peer institutions to remain current. Finally, the CEO is actively engaged in college and external community committees and events.

Improvement Plan(s)

As outlined in detail in the quality focus essay, SMC will be working to improve the Program Review process, as well as the overall planning process.

IV C. Governing Board

C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The responsibilities of the Board of Trustees, which includes seven community-elected members and a student trustee, are outlined in Board Policy 2200, Board Duties and Responsibilities. The policy clarifies that it is the Board's responsibility to determine the educational program of the Santa Monica Community College District and to ensure the quality, integrity, improvement of student learning programs and services and the resources necessary to support them" as well as monitor institutional performance and educational quality" ([IVC1 1 BP2200 Board Duties](#)). BP2200 further states that the Board must promote the College's financial stability, giving the Board the authority to assure fiscal health and stability.

A more detailed delineation of the Board's role in ensuring the quality of student learning programs is included in Board Policy 4020 Program, Curriculum and Course Development ([IVC1 2 BP4020 Curriculum](#)) which is more extensively covered in IVA.4_1.

Chapter 5 of the Board Policy Manual is dedicated to Board Policies on student services. The Board has adopted many different policies guaranteeing the quality and effectiveness of student services, including the following Board Policies 5110, 5140, and 5050 ([IVC1 3 BP5050-BP5110-BP5140](#)). These cover Student Success and support, Counseling, and working with disabled students.

Fiscal management is always a priority for a board of trustees. The SMC Board has adopted a wide swath of business and fiscal policies to ensure stability in the District's budgetary management. Board Policy 6116 covers debt issuance while Policies 6200 and 6250 delve into how the Board oversees budget preparation and management. The 6300 series of policies details the Board's Management of outgoing monies with purchasing, investments, along with issuing bids and contracts. Policies 6400 and 6500 focus on procedures for conducting financial audits and maintaining standards of property management ([IVC1 4 BP6116-6200-50-6300-20-30-40-6400-6500](#)).

The SMC Annual Report includes a comprehensive section devoted to the budget, ensuring transparency for the College so that related communities remain informed of the fiscal stability of the College. The District publishes its annual financial report, which provides a comprehensive overview of the financial health of the College ([IVC1 5 SMC Annual Report Page 89](#)). The Board of Trustees uses all such reports in line with the campus mission and the members of its collective bodies to review and update its Budget Objectives and Principles ([IVC1 6 Audited Financial Statements Page 5](#), [IVC1 7 Board Budget Objectives](#)).

Analysis and Evaluation

SMC meets this standard with Board Policies clearly identifying the Board of Trustees as having ultimate authority over academic quality, integrity, and effectiveness of the student learning programs and services along with ultimate responsibility over the financial stability of the institution. Board Policies further stipulate that the Board reviews, analyzes, and updates said information annually, leading to the implementation of any necessary changes.

C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

Board decisions are made through a voting process, the particulars of which are outlined in detail in Board Policy 2330 Quorum and Voting ([IVC2 1 BP2330 Quorum and Voting](#)). The Board of Trustees is committed to acting collectively in the best interest of the College. It enacted Board Policy 2715, Code of Ethics/Standards of Practice so all members abide by the majority decisions of the Board and act in accordance ([IVC2 2 BP2715 Code of Ethics SOP](#)).

Analysis and Evaluation

SMC meets this standard by issuing Board Policies that provide a clear framework for collective action which guides board voting protocols and ensures that the Board speak with a unified voice once a decision has been made.

C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The Board of Trustees has codified its policies and procedures for both the selection and the evaluation of the CEO of the District. Search and selection of the chief administrator, including its ongoing evaluation of the seated chief administrator's performance. Board Policy 2432 "Superintendent-President Succession" stipulates where authority should reside in case of any absence, short-term or permanent, on the part of the Superintendent/President ([IVC3 1 BP 2432 Superintendent succession](#)). Board Policy 2435 Evaluation of Superintendent/President establishes procedures for the annual evaluation of the Superintendent/President ([IVC3 2 BP2435 Evaluating Superintendent](#)). This evaluation is done annually in a special meeting of the Board, in closed session ([IVC3 3 President Evaluation Form](#)).

Analysis and Evaluation

SMC meets the standard through clearly defined Board policies for the selection and evaluation of the Superintendent/President. The selection policy details a fair, open, and inclusive process for selecting a new president. The policy for evaluating the Superintendent/President is comprehensive and balanced and provides for annual performance reviews.

C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Evidence of Meeting the Standard

The Board’s policies ensure its dedication to representing the public interest, allowing for communication and participation by the public while advocating for the institution and safeguarding it from undue influences and political pressures. Board members recognize that the Board makes policy, ensures its implementation, and employs the Superintendent/ President to administer those policies ([IVC4 1 BP2200-Board Duties](#)).

Space is given for public comments at every meeting of the Board of Trustees, ensuring that The Board reflects upon public opinion, along with the voices of faculty, staff, administrators, and students, in their stewardship of the institution. Board Policy 2344-Public Participation at Board Meetings stipulates three ways the public may bring matters directly to the Board’s attention, through public comments, written communications, or processes for inclusion in the agenda ([IVC4 2 BP2345 Public Participation BoT Meetings](#); [IVC4 3 BoT Agenda Public Comments](#)). Board Policy 2355-Decorum ensures that public participation is fair and effective. Board meetings are adherent to the Brown Act, and therefore the public has timely access to all agendas, as stipulated in BP2340-Agendas. Board Policy 2360-Minutes and BP2365-Recording ensures that the public has timely access to the proceedings of The Board after meetings have been conducted ([IVC4 4 BP2340-2355-2360-2365](#)).

In order to ensure that Board members reflect the mission and prerogatives of the college, Board Policy 2710 “Conflict of Interest” states that “Board members and employees shall not be financially interested in any contract made by them in their official capacity,” and Board Policy 2715 “Code of Ethics-Standards of Practice” stipulates the various high standards for ethical conduct that is required of The Board ([IVC4 5 BP2710-Conflict of Interest](#); [IVC4 6 BP2715-Code of Ethics](#)). Furthermore, BP2716 “Board Political Activity” stipulates “Members of the Board of Trustees shall not use District funds, services, supplies, or equipment to urge the passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the Board ([IVC4 7 BP2716-Board Political Activity](#)).

The Board also utilizes the advice and assistance of those represented by the trustees, as well as other interested or affiliated individuals and groups in the analysis of its educational and financial issues and concerns, although the Board alone determines the final action.

Analysis and Evaluation

SMC meets this standard by having the Board act as a consistent advocate for the District, College, and the community. The public voice is welcomed by the Board and the public interest

is regularly considered in the Board’s decision making. Further, the Board has established and follows clear policies on conflicts of interest and standards of practice that ensure that the board remains free from undue influence or political pressure.

C.5 The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board of Trustees, responsible for providing for the educational quality, legal matters, and financial integrity and stability of the College, has established policies that guarantee the highest quality and continuous improvement of student learning programs and services and the resources necessary to support them.

Each year the Board of Trustees creates and approves an intentional set of goals and priorities that are consistent with the college mission and designed to ensure the quality, integrity, and improvement of student learning and service programs ([IVC5 1 BOT Goals Priorities](#)). The Board regularly hears presentations and updates regarding the quality, integrity, and improvement of student learning programs and services. This includes monthly reports from the Academic Senate President, Associated Students, Faculty Association, Classified Service Employees Association, and the Management Association, at all regular meetings of the Board of Trustees ([IVC5 2 BOT Agendas Constituent Group Reports](#)). The Board of Trustees also hears regular presentations focused on college-wide efforts toward student equity and success. These include presentations on Guided Pathways Redesign innovations, and the Practice of Equity at SMC ([IVC5 3 BOT Guided Pathways](#), [IVC5 4 Board Study Sessions Equity](#)). The Board of Trustees has participated in equity training delivered by the Aspen Institute. ([IVC5 5 Aspen Institute Programs](#)).

The Board is responsible for the final approval of courses and programs after taking input from the Curriculum Committee, the CEO, Academic Senate, DPAC, and reviewing community opinion, budgetary constraints, and future projections, along with legal considerations. The Board has established policy ensuring that it is adequately informed to make decisions impacting educational quality, legal matters, and financial stability by requiring the Superintendent/President of the College to “ensure all relevant laws and regulations are complied with, and that required reports are submitted in a timely fashion”

Analysis and Evaluation

SMC meets this standard by virtue of Board Policies ensuring that the Board of Trustees is responsible for and remains informed about all legal, financial, and educational issues. The

Board exercises ultimate authority and oversight over all College operations, including educational quality, legal matters, and financial integrity and stability.

C.6 The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Board policies specifying the Board of Trustees’ size, duties, responsibilities, structure, and operating procedures are available on the SMCCCD website for all members of the campus community and the public to access. The College uses the website to ensure accessibility to the public and to facilitate the location of specific bylaws and policies ([IVC6 1 Board Policy Web Page](#)).

Board Policy 2010 outlines membership for the Board, establishing that members will be elected at large and stipulates the eligibility of members of the Board of Trustees, when the election is held, and the length of term. Board Policy 2015 stipulates that a student member (the Student Trustee) shall be elected for a one-year term by the College student body. Further information about the selection and duties of the student member, including their ability to cast an advisory vote, is also provided in Board Policy 2015 ([IVC6 2 BP2010 2100 2105 2015](#)).

Board Policy 2200 details the Board’s duties and responsibilities, while Board Policy 2210 identifies the role of the Board officers. Board Policy 2220 clarifies the composition and regulations for Board-established standing committees, which must follow the Brown Act, advisory committees, and ad hoc committees ([IVC6 3 BP2210 2220](#)).

The 2300 series of Board policies governs how the Board conducts meetings including the annual organizational meeting, regular meetings, special meetings, and closed meetings ([IVC6 4 BP2305 2310 2315 2320](#)).

Board Policy 2410 clarifies the role of the Board in relation to other entities and describes the Board’s role in the review of Board Policies and Administrative Procedures ([IVC6 5 BP2410 AR2410](#)).

Analysis and Evaluation

SMC meets this standard. As the Board has established comprehensive policies that clearly define their size, duties, responsibilities, structure, and operating procedures, all of which are accessible to the public on the College’s website.

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

Evidence of Meeting the Standard

The College's Board of Trustees acts consistently according to its policies. Additionally, the Board regularly reviews and revises its policies to ensure that they are effective in fulfilling the mission of the College. Board Policy 2410 describes the Board's role in the adoption and review of policies and procedures stating that the Board of Trustees shall regularly assess its policies for effectiveness in fulfilling the District's mission. Board Policies may be adopted, revised, added to, or amended at any regular Board meeting by a majority vote" ([IVC7 1 BP 2410](#)).

The District is a member of the California Community College League and subscribes to a service which provides regular recommendations regarding the effective updating of Board Policies and Administrative Regulations.

Analysis and Evaluation

SMC meets this standard in that The Board of Trustees acts in accordance with its policies and has clearly established procedures for reviewing and revising policies, and procedures.

C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of meeting the standard

The College's Board of Trustees regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

In addition to annual reports on key indicators of student learning and achievement such as the SMC Scorecard, Institutional Effectiveness Partnership Initiative (IEPI) Goals, Vision for Success Local Goals, the Board also reviews reports on institutional plans, programs and initiatives developed to improve academic quality. Additional presentations to the Board on student learning, achievement and institutional plans for achievement include the following:

- Institutional Effectiveness Report, December 2020 ([IVC8 1 IE Report](#))
- Student Equity Plan, 2017-2022 ([IVC8 2 Student Equity Plan](#))

Regular updates on various student learning initiatives are included at Board meetings:

- Report on Student Success – Equity, Guided Pathways, Inclusion, and Diversity
- Update: CA Trustee Fellowship Intersession Project, Fall 2021 ([IVC8 3 CA Fellowship](#))
- Update: Guided Pathways: Update on Program Maps ([IVC8 4 Program Maps](#))
- Update: Equitizing Gateway Courses, December 2021 ([IVC8 5 Equitizing Gateway](#))
- Update: National Science Foundation Grant, January 2022 ([IVC8 6 NSF Grant](#))

- Update: Student Equity Center, February 2022 ([IVC8 7 Student Equity Center](#))
- Update: Title V Grant – Navigating Pathways to Success (Student Care Teams), 3- 2022 ([IVC8 8 Navigating Pathways](#))
- Update: Gateway to Persistence and Success (GPS), April 2022 ([IVC8 9 Gateway To Success](#))

Analysis and Evaluation

SMC meets this standard with the Board of Trustees having dedicated itself to remaining abreast of efforts to improve student learning and achievement and regularly reviews and approves plans for advancing academic quality.

C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The Board of Trustees is committed to continuous and comprehensive professional development to ensure the overall ability of the Board to function effectively and for individual members to maximize their contribution to the College. The Board created an ongoing training program for Board Member development including new member orientation as a mechanism for providing continuity of Board member understanding of issues and means of addressing them despite staggered terms of service ([IVC9 1 BP2100 Board Elections](#)).

Board Policy 2740 Board Education describes measures for professional development for Board Members including a comprehensive onboarding process that ensures that all new board members are provided with the requisite knowledge of the College and the Board’s processes to support their ability to ensure that the Board’s policy objectives are achieved ([IVC9 2 BP 2740 Board Education](#)). The Board also engages in study sessions, provides access to reading materials, and supports conference attendance and other activities that foster trustee education and participation in the furthering of District goals.

In addition to the support provided to new Board members, Board Policy 2740 also ensures that continuing members of the Board are able to access professional development opportunities through conference attendance, which is provided for to ensure that Board members are able to fulfill their responsibilities with the most current thoughts on education, administration, and pedagogical trends ([IVC9 3 Board Member Conference Travel](#)).

Furthermore, Board Policy 2110 Vacancies on the Board provides for a process that allows for any unexpectedly vacant positions to be filled in a timely fashion through provisional appointment followed by special election ([IVC9 4 BP2110 Board Vacancies](#)).

Analysis and Evaluation

SMC meets this standard by providing staggered membership on the Board with comprehensive orientation and on-going professional learning opportunities for new and sitting Board members. These include orientations and training for new trustees as well as conference attendance and additional opportunities for continuing trustees. These policies strengthen the vision and execution of the Board while guaranteeing that no more than four Board members stand for election during the same voting period.

C.10 Board policies clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Board of Trustees has a well-developed Board Policy ([IVC10 1 BP2745](#)) establishing the responsibility of the Board to engage in meaningful self-evaluation. The policy requires annual self-assessment, including review of ethics policies, evaluation of board effectiveness, and public reporting of a summary of evaluation results. The evaluation tool utilized by the Board asks detailed self-evaluation questions organized into two main categories: (1) performance as a Board on issues related to the mission of the College, ensuring academic quality of the College, promoting shared governance decision-making processes, participation in Board development/training and new member orientation, budget issues, and other areas of performance ([IVC10 2 BoT Self-Assessment 2021-2022](#)); (2) progress made on annual goals/strengths/weaknesses of the Board in the previous year ([IVC10 3 Appraisal of College Performance](#)). The Board’s Self-Evaluation process culminates with the development of its annual Goals and Priorities ([IVC10 4 BoT Annual Goals 2021-22](#)).

Analysis and Evaluation

SMC meets this standard through clear board policies requiring annual evaluation. The Board reviews the evaluation instrument and evaluation procedures before the evaluation process begins. The evaluation instrument includes assessment of Board performance on maintaining the College’s academic integrity, institutional effectiveness, training, and budget.

C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal

financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence of Meeting the Standard

The Board of Trustees has policies centering on code of ethics and standards of practice that prescribe remedies on what should be done if Board members approach potential perceived, or actual, violations of the ethics policy or conflict of interest ([IVC11 1 BP2715 Code of Ethics](#)). The policy outlines processes for addressing violations of the Ethics or Conflict of Interest Bylaws. These include formal and informal resolutions for the formation of an ad hoc committee to allow for a variety of solutions up to potential sanctions. The Board looks at every aspect of conflict, from political to institutional. Other portions of the policy prohibit Board Members from engaging in activities that are incompatible with the duties of the Board regarding measures to contain conflict of interest. This policy includes disclosure requirements, the filing of economic interest disclosures, and prohibitions against Board members engaging in activities that are incompatible with the duties of the Board and is reviewed annually ([IVC11 2 BP2716 Board Political Activity](#)).

Board members who may be perceived to be or are in an actual instance of conflict of interest can recuse themselves or may be asked to recuse themselves by fellow Board members or legal counsel, as established by Board Policy 2710 ([IVC11 3 BP2710 Conflict of Interest](#)).

Analysis and Evaluation

SMC meets this standard through The Board of Trustees established policies that prescribe expected behavior and ethical conduct, as well as avoidance of conflict of interest and disclosing conflict of interest. The policies include procedures for handling both perceived and real violations of the code of ethics and the Conflict-of-Interest Bylaw. There has been no violation of these policies evidenced during this accreditation cycle.

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.

Evidence of Meeting the Standard

As established by Board Policy 2430, The Board of Trustees delegates to the CEO the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The CEO is empowered to reasonably interpret board policy. In situations where there is no board policy direction, the CEO shall

have the power to act but such decisions shall be subject to review by the Board of Trustees. It is the duty of the CEO to inform the Board of such action and to recommend written board policy if one is required. This policy makes clear that “the Superintendent/President, and not the Board, shall be responsible for the administration of policies and the operations of the District. The Board holds the CEO accountable for the operation of the District’s functions in its various measures as specifically delineated in Board Policies, including but not limited to the following ([IVC12 1 BP2430 Delegation of Authority To CEO](#)):

- The Superintendent/President shall implement an inclusive, comprehensive, and integrated planning cycle in coordination with The Board, Academic Senate, and DPAC ([IVC12 2 BP3250 Institutional Planning](#))
- The Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance ([IVC12 3 BP4020 Program Curriculum and Course Development](#)).
- The Board holds the Superintendent/President responsible for the successful execution of these duties through the annual evaluation of the Superintendent/President, which assesses the Superintendent/President based on the Superintendent/President job description, and performance goals and objectives developed in accordance with Board Policy 2430 Delegation of Authority to the Superintendent/President ([IVC12 4 BP2435 Evaluating Superintendent-President](#)).

As noted throughout Standard IV, the CEO and staff make regular reports to the Board on the work and progress in each of these areas.

Analysis and Evaluation

SMC meets this standard through Board Policies and Administrative Procedures allowing the Board to authorize the Superintendent/President’s implementation and administration of its policies without interference.

C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The Board of Trustees remains current on all issues related to accreditation including Eligibility Requirements, Accreditation Standards, and Commission policies. Board Policy 3200 details the responsibilities of the Board, assuring that the Board both participates in accreditation efforts and certifies that there is broad participation by all campus constituents in both the writing of the institutional self-evaluation and midterm reports

[\(IVC13 1 BP3200 Accreditation\)](#).

The final self-study report is presented to the Board of Trustees for approval prior to submission to ACCJC.

Analysis and Evaluation

SMC meets this standard by keeping the Board of Trustees informed and actively participating in the accreditation process. Board members discuss accreditation issues at their meetings and retreats and receive regular updates on the process. The Board thoroughly reviews the College's self-evaluation before submission to ACCJC.

Conclusions on Standard IVC Governing Board

The SMCCD Board of Trustees serves as the primary governing board and has authority over and is responsible for the quality of student learning programs and services and the College's financial stability. The Board aligns its goals with the mission of the College to be an "equity-minded learning community" and regularly reviews related plans, including the College's goals. The Board regularly exercises authority to provide oversight for all District operations, with a focus on educational quality, legal matters, and financial integrity and stability. Robust Board Policies codify the duties and responsibilities of the Board and are publicly accessible on the campus website. The policies are regularly assessed and revised, as needed. To ensure stability on the Board, elections are staggered. New member mentoring and ongoing professional development allow the Board to remain current on all issues related to their duties. The Board acts collectively and independently, in line with their adopted code of ethics. The Board's procedures for selection and evaluation of the Superintendent/President of the District are clearly delineated in its policies as is the delegation of authority to the Superintendent/President to interpret and implement its policies without interference. Through active participation in accreditation training and review of the Institutional Self-Evaluation Report, the Board of Trustees remain informed and updated on issues surrounding the accreditation process.

Improvement Plan(s)

None

Quality Focus Essay

The College's self-study process revealed two areas of effectiveness needing critical attention over the next accreditation cycle: 1) adjustments to the College's planning structure that led to the development of the next Master Plan for Education, one that will ultimately inform plans that focus on more specific aspects of the college such as budget, staffing, technology, facilities; and 2) overhaul of the program review process. These two quality focus essay projects were identified by the Accreditation Steering Committee, previously chaired by the former Vice President of Academic Affairs, as mechanisms for ensuring continuous improvement to support student learning, experiences, and success by strengthening the district planning processes. Together, the two proposed projects will ensure that the current assessment and planning processes continue to provide meaningful opportunities for the College to engage in critical self-reflection, planning, and improvement both at the macro-level (institutional) and on the ground (programmatic).

Action Project #1: Planning

Introduction and Rationale

A critical priority for the College is to ensure the planning processes move beyond compliance to serve as an integral role in shaping its innovations and practices. The future revamp of these planning processes would culminate in a new Master Plan for Education, and many of the plans that emerge from the Master Plan.

As a result of its institutional self-evaluation analysis, the College concluded that the time was right to create a new Master Plan for Education (MPE). In 1997, the College created its initial Master Plan for Education (MPE) with the intention of rewriting the plan every five to ten years. In practice, the comprehensive MPE has largely been unchanged since its development; instead, the College created short-term objectives each year and provided annual updates to the master plan. The master plan received annual updates from 1999-2000 to 2016-2017. SMC must now complete a new comprehensive Master Plan for Education. This is an especially opportune time given the recent critical milestones for California Community Colleges. These milestones include the following:

- The new Student-Centered Funding Formula
- The Chancellor Office's Vision for Success Framework
- Integration of the Student Success and Support Programs (SSSP), Basic Skills Initiative (BSI), and the Student Equity Plan (SEP) into one plan, the Student Equity and Achievement Program (SEAP)
- AB 705 Implementation
- Guided Pathways Redesign
- The COVID-19 Pandemic

Any college in the last few years, regardless of the planning documents and processes that were in place, is seeing a need to re-evaluate the principles and structures that were established as

various sociopolitical and environmental factors continue to reshape everyday reality, particularly the sectors of economy and education.

Furthermore, SMC's framework for college planning has evolved during the last several years. Historically, the responsibility of college planning lay within a single existing administrator position, a position that also included other duties and functions (for example, Executive Vice President or Dean of Academic Affairs). While this structure has served the college well in the past, the College seeks a planning process that increases active collaboration across areas of the college which will increase shared responsibility and accountability for developing and implementing institutional plans. The findings of an external consultant's assessment of the College's planning processes support the rationale for revising college planning structures, policies, procedures, and practices. In 2016-2017, SMC's planning consultants, Collaborative Brain Trust (CBT), noted that existing college plans at SMC were not integrated or coordinated with each other, and no plan was connected explicitly to a master plan (p. IP-6). In addition, it was asserted that a Master Plan for Education was needed "in order to comprehensively and cohesively review and update programs and services that have been developed and in place over many years' time" (p.90) and "to guide enrollment management, human resources, technology, and assessment" (p.SI-8).

The emphasis of the first Quality Focus Essay includes addressing foundational needs that require attention prior to developing a new Master Plan for Education, such as the need to:

1. **CLARIFY MISSION, VISION, GOALS:** Clarifying the college mission, vision, and goals to reflect the current and emerging conditions and factors affecting the institution.
2. **REVISE PLANNING STRUCTURES:** Reviewing and revising the current planning structures, procedures, and practices, including the role of DPAC, to ensure college plans are meaningfully connected and reflective of the comprehensive needs and priorities of the college, and institutional accountability for implementation and monitoring of progress of plans exists.
3. **ADDRESS ORGANIZATIONAL CULTURE:** Develop a culture of personal and institutional responsibility for college plans.

On the latter point, historically, the planning processes are perceived by employees as employing a traditional "top down" approach. For example, in a 2018 employee satisfaction survey, senior administrators were perceived to be most involved in planning and decision making (average rating of 3.86; 1 = not involved at all to 4 = more than just enough) and staff were perceived to be least involved (average rating of 2.29). A more recent employee survey administered in 2022 supports this sentiment – only 58% of all employees said they were aware of the College's goals and strategic priorities. Disproportionately more faculty and managers reported being aware (60%) than classified staff (less than 50%).

Anticipated Impact on Student Learning and Achievement

For the College to be a dynamic educational institution, alignment of priorities must be in place to optimize the roles of all employee constituents so the College can actualize its vision and mission. In doing so, the College will have a tremendous impact on student experience and

success while creating a thriving and innovative workplace. The impacts on student learning and achievement will manifest in the following ways:

- **CLARIFY MISSION, VISION, GOALS:** A deeper constituent commitment to the College’s vision and mission will allow the College to make that mission a reality for students, especially minoritized students, which will improve their learning, student experience, and achievement of success outcomes.
- **REVISE PLANNING STRUCTURES:** Clarification and improvement of the College’s planning structure and responsible parties outside of DPAC will lead to a more effective integration of programs and services that align with the vision and mission, and tie directly to the Board of Trustees goals. Consequently, the programs and services become more intentional offerings that effectively meet students’ needs.
- **ADDRESS ORGANIZATIONAL CULTURE:** Collaboration that actualizes a collective racial-equity-centered vision focused on dismantling and rebuilding the culture and student experience will lead to a transformation of individuals and the institution. As a result, the campus climate will be a positive, caring place where students feel they belong.

Outcome Measures

Successful implementation of planning improvements will lead to the following changes:

- **CLARIFY MISSION, VISION, GOALS:** SMC’s mission, vision, and goal statements will more accurately reflect the current values and purpose of the institution. Campus constituents will report alignment between the revised mission and vision statements and future direction of the college.
- **REVISE PLANNING STRUCTURES:** Lines of authority and responsibility for planning will be clearly delineated. College Plans will align to board approved goals, directly support the mission and vision, be interrelated to one another, and ultimately respond to an evolving Master Plan for Education (MPE). Campus constituents will perceive college plans to be relevant and useful in guiding their daily work.
- **ADDRESS ORGANIZATIONAL CULTURE:** An increased proportion of campus constituents will report being aware of the goals and priorities of the college, of the college plans, and an increased sense of ownership/involvement in the master planning process.

Project Action Plan

Under the aegis of the Superintendent/President, the College will form a taskforce/committee to evaluate the current campus-wide planning processes at SMC and make recommendations for improvement.

Activity	Responsible Party	Resources Required	Timeline

Activity #1: Assess and revise the College’s mission and vision to align with current and emerging priorities.			
Create a cross-campus taskforce to review and update the College’s mission and vision.	District Planning and Advisory Council (DPAC), with Superintendent/President (or designee)	Personnel (time and effort)	Fall 2022 or Spring 2023
Submit proposed language revisions to appropriate groups and receive approval from shared governance groups, and the Board of Trustees.	Newly formed Mission/Vision Statement Taskforce	Personnel (time and effort)	Spring 2023
Update Mission and Vision statements in all public documents, including the College’s website.	Communication/Marketing, Academic Affairs	Personnel (time and effort)	Spring 2023 or Summer 2023

In consultation, additional activities were identified; however, at this time further inquiry is needed to ensure transformational change occurs. These broader activities include but are not limited to the following:

Activity #2: Clarify the role of DPAC and other responsible parties in the revision of the College’s planning structure.
Activity #3: Identify a campus group or an external organization, if determined necessary, to facilitate a thorough assessment of SMC planning needs in terms of structure, procedures, and practices.
Activity #4: Create a timeline for the evaluation and implementation of the new planning processes and structures.
Activity #5: Create a timeline for drafting and implementation of a Master Plan for Education.
Activity #6: Conduct listening tours of college constituents. F from the tours will inform a campus engagement and learning plan to create campus awareness and a shared commitment to college plans.

Action Project #2: Revamping Program Review

Introduction and Rationale

Over the last decade, Santa Monica College has periodically reviewed and refined the process of program review, including implementing the currIQunet online system for archiving program reviews, introducing an annual review in 2013-2014, and refreshing the annual review template

in 2018-2019. However, substantial changes to the comprehensive (six-year) review template and the overall program review process have not been made since 2012. Moreover, recent feedback from programs undergoing comprehensive program review suggests that improvements to the existing program review processes and accompanying template are necessary to meet the current and emerging needs of programs.

These suggestions for improvement were documented in a report written by the Collaborative Brain Trust, consultants hired to facilitate the 2017-2022 strategic planning process, which expressed that the current program review processes limits the College’s ability to integrate planning processes (p.IP-6) and recommended that the College “improve the program review process to better utilize results” to meet the College’s strategic initiative’s objective of “fostering institutional effectiveness and innovation by improving long-term and integrated planning linked to resource allocation” (p. SI-9). These findings, as well as the results of the reflective sense-making that occurred while writing the last accreditation midterm report (Fall 2020), prompted the College to begin exploring ways to revise the structure and related processes, policies, and practices of program review. The College seeks to transform program review into a college planning process that is an effective vehicle for meaningful self-reflection and integrated planning activities at the program, departmental, and institutional levels.

The Program Review Committee, with support from Institutional Research, surveyed College personnel responsible for completing self-evaluation reports for program review for their respective areas, including department chairs, other faculty leaders, and managers. Nearly 50 survey respondents provided essential feedback. The key survey findings suggest that the current program review process could better meet the needs of programs and departments, leading to the following objectives for a revised process:

- Make the process more user friendly – improve the technology for the process.
- Tie the process more closely with institutional goals and the budget
- Design separate templates for instructional, student services and administrative programs, as they have different challenges.

Preliminary Work

In Fall 2020, a taskforce made up of representatives from the Program Review, Curriculum, and Institutional Effectiveness committees, Academic Senate, department chairs, Guided Pathways, and administration Program Review Taskforce (PR Taskforce) was formed to work collaboratively with the Program Review Committee (PRC) to review and revise the program review process. To date, the PR Taskforce and PRC have accomplished the following tasks in their efforts to revamp the program review process:

Timeline	Task Completed
Fall 2020	<ul style="list-style-type: none"> • Developed draft of an SLO coordinator position <i>Program review was determined as the primary means to ensure SLO and PLO assessments were being used to revise curriculum, classroom practices, etc. A dedicated faculty SLO coordinator position is needed to support programs</i>

	<p><i>articulate meaningful learning outcomes, regularly assess outcomes, and use assessment results for improvement.</i></p> <ul style="list-style-type: none"> • Administer the Program Review Feedback Survey <i>Worked with Office of Institutional Research to develop and administer survey to programs and departments who are required to undergo review</i>
Spring 2021	<ul style="list-style-type: none"> • Paused Program Review <i>Senate resolution passed to “pause” the six-year, comprehensive program review for the 2021-2022 and 2022-2023 academic years to provide the PR Taskforce and PRC ample time to revise the process and onboard the new process.</i> • Researched Other Program Review Processes <i>Gathered information about program reviews at other institutions in the CCC system.</i> • Changed Program Review Software <i>Transitioned from curriQunet to new software, Precision Campus for the 2021 annual program reviews.</i>
Fall 2021	<ul style="list-style-type: none"> • Brainstorm – Program Review Questions <i>The PRC engaged in discussions to determine the broad categories to be included in the new program review templates. The PRC began drafting the new program review questions.</i>
Spring 2022	<ul style="list-style-type: none"> • Drafted Program Review Template <i>The PRC members developed three different templates for the three program types that undergo review (instructional, student support services, administrative/operational).</i> • Focus Groups to Receive Feedback on Draft Templates <i>The Office of Institutional Research conducted focus groups with leaders responsible for completing program review to gather input and feedback on the draft templates. The focus groups will continue through Fall 2022.</i> • Identification of Three Processes of Program Review <i>Based on input from the district’s planning body (DPAC) and the senior administration, the PR Taskforce and PRC propose three components of the program review:</i> <ol style="list-style-type: none"> 1. <i>Resource Allocation Requests (annual, as needed)</i> 2. <i>Progress Report (every two years)</i> 3. <i>Comprehensive Report (every six years)</i>

Looking ahead, the work will primarily involve revising the program review structure and procedures, piloting the new process, gathering feedback, and tweaking the process, when necessary.

Anticipated Impact on Student Learning and Achievements

“Not everything that is faced can be changed. But nothing can be changed until it is faced” – James Baldwin

An effective program review facilitates meaningful self-reflection that brings to light the areas of a program needing improvement and prompts programs to act upon these insights and develop a plan to ensure continuous improvement. By strengthening the existing program review process, the College will ensure that all programs have the opportunity to improve their curriculum, practices, policies, structures, etc., and ultimately positively impact student learning, experience, and achievement.

A revision of the existing program review will be an opportunity for the College to better align the process with the current and emerging campus wide priorities. Several statewide and college initiatives have been implemented since the program review process was last updated in 2012, most notably, the Chancellor’s Office Vision for Success and SMC’s commitment to addressing racial equity in student outcomes and experiences. By better aligning the program review prompt questions to these initiatives and related metrics, the link between program review and student learning, success, and equity, will be clarified for programs, which will result in more intentional program planning.

Outcome Measures

Successful implementation of the program review revision project will lead to the following changes in programs:

- Programs will begin the self-evaluation and writing processes earlier in the cycle (i.e., earlier in than the semester before report is due)
- Programs will report improved attitudes and perceptions about the value and efficacy of the program review process (re-administer the items from the 2020 Program Review Feedback Survey)
- Programs will report feeling more supported in the program review process
- Programs will report better alignment between the resource allocation process and program review

Project Action Plan

<i>Activity</i>	<i>Responsible Party</i>	<i>Resources Required</i>	<i>Timeline</i>
Conduct focus groups and incorporate feedback into Comprehensive Program Review templates	Office of Institutional Research and Program Review Committee	Personnel (time and effort)	Fall 2022
Finalize list of programs undergoing review by category; update program review calendar (Cycles 1 – 6)	Program Review Taskforce	Personnel (time and effort)	Fall 2022
Develop program review timelines (Resource Allocation, Progress, and Comprehensive)	Program Review Committee; Program Review Taskforce	Personnel (time and effort)	Fall 2022
Develop Comprehensive Program Review rubric	Program Review Committee	Personnel (time and effort)	Fall 2022
Develop training materials on new program review	Program Review Committee; Program Review Taskforce	Stipends for faculty to work during intersession	Winter/Spring 2023
Train programs and departments in new Comprehensive Program Review process	Program Review Committee; Program Review Taskforce	Personnel (time and effort)	Spring 2023
Programs due for Comprehensive Program Review in 2023-2024 begin writing self-study (Cycle 1)	Programs Undergoing Review	Course remission (if applicable)	Spring 2023

Revise Progress Program Review templates, gather feedback, and incorporate input	Office of Institutional Research and Program Review Committee	Personnel (time and effort)	Spring 2023
Create Resource Allocation Request Form	<ul style="list-style-type: none"> • Program Review Committee • Program Review Taskforce • DPAC Budget Subcommittee • Business Administration 	Personnel (time and effort)	Spring 2023
First (formative) Comprehensive Program Review draft due to PRC (Cycle 1)	Programs Undergoing Review	Course remission (if applicable)	Fall 2023
Provide coaching and feedback on formative draft of Comprehensive Program Review based on rubric (Cycle 1)	Program Review Mini-Teams (members of Program Review Committee will be assigned to support two to three programs)	Personnel (time and effort)	Fall 2023
Train programs and departments in new Progress Review and Resource Allocation Request processes	Program Review Committee; Program Review Taskforce	Personnel (time and effort)	Fall 2023
Last (summative) Comprehensive Program Review draft due to PRC and VPs (Cycle 1)	Programs Undergoing Review	Course remission (if applicable)	Winter/Spring 2024
Annual Resource Allocation Request and Progress Reviews due to VPs (non-Cycle 1)	Programs Undergoing Review	Personnel (time and effort)	Spring 2024
VPs use information from submitted Resource Allocation Requests and Progress Reviews to inform areas budgets and strategic priorities for 2024-2025	Area Vice Presidents	Personnel (time and effort)	Spring 2024
Prepare executive summary reports of Comprehensive Reviews (Cycle 1)	Program Review Committee	Personnel (time and effort)	Spring 2024
Train programs and departments in new Comprehensive Program Review process (Cycle 2)	Program Review Committee; Program Review Taskforce	Personnel (time and effort)	Spring 2024
Programs due for Comprehensive Program Review in 2024-2025 begin writing self-study (Cycle 2)	Programs Undergoing Review	Course remission (if applicable)	Spring 2024
Administer surveys to assess outcomes measures; conduct focus groups to gather qualitative feedback about new processes	Office of Institutional Research	Personnel (time and effort)	Spring/Summer 2024
Prepare Summary Report to DPAC (Cycle 1 Comprehensive and Progress Reports)	Program Review Committee Chair/Vice Chair	Personnel (time and effort)	Spring/Summer 2024
Present Broad Themes from Progress and Comprehensive Reviews (Cycle 1)	Program Review Committee Chair/Vice Chair	Personnel (time and effort)	Fall 2024

First (formative) Comprehensive Program Review draft due to PRC (Cycle 2)	Programs Undergoing Review	Course remission (if applicable)	Fall 2024
Provide coaching and feedback on formative draft of Comprehensive Program Review based on rubric (Cycle 2)	Program Review Mini-Teams (members of Program Review Committee will be assigned to support two to three programs)	Personnel (time and effort)	Fall 2024
Last (summative) Comprehensive Program Review draft due to PRC and VPs (Cycle 2)	Programs Undergoing Review	Course remission (if applicable)	Winter/Spring 2025