

**DRAFT\*\*MASTER PLAN FOR EDUCATION\*\*DRAFT**  
**2004-2005 INSTITUTIONAL OBJECTIVES ANNUAL REPORT**  
**July 29, 2005**

**ALL AREAS**

**OBJECTIVE 1:**        *To devise an integrated multi-year planning cycle to include instructional and student services programs, human resources, facilities, technology, and equipment planning and use it for annual budget and resource development. (All Goals)*

**OBJECTIVE 3:**        *To clarify, develop, document, and regularly evaluate the roles of individuals and constituent groups in college governance and decision-making structures and processes to ensure their effective participation and communicate the processes and outcomes to the college community as the basis for continued improvement. (All Goals)*

In June 2004, the Academic Senate unanimously approved a resolution suspending participation of its members in the Collegewide Coordinating Council and its "subsidiary organs" (such as the Budget and District Technology committees), but agreeing to future participation in a collegewide planning committee when such a body is "established by the District Board of Trustees, based upon mutual agreement among the Administration, Academic Senate, Classified Senate, Faculty Association, California State Employees Association Chapter 36, and the Associated Students." Although meetings of the Collegewide Coordinating Council were held during June and July to review the annual update to the *Master Plan for Education*, a quorum was not achieved for any of these meetings. Therefore, the Collegewide Coordinating Council, Budget Committee, and District Technology Committee stopped meeting.

During Summer 2004, the Superintendent/President agreed to a proposal made by the Academic Senate leadership that an *ad hoc* workgroup be formed to develop a new planning and governance structure for the College. It was further agreed that the Superintendent/President and the Academic Senate President would serve as co-chairs for the workgroup; that the workgroup would include faculty, administrators, classified staff, and students; and that an external facilitator would be hired to lead the activities and enhance communication among the participants. With the assistance of the facilitator, the following charge was developed for the workgroup, with a December 2004 goal for completion:

- creating a vision for college governance structures that will enhance the effectiveness of institutional planning;
- identifying and addressing the challenges to create effective structures;
- determining the breadth of work and a timeline; and
- determining next steps, roles, and responsibilities.

The first meeting of the workgroup illustrated the difficulty of the task ahead, with initial disagreement over the numbers of representatives of each of the constituent groups and how those representatives should be appointed. (Eventually, the workgroup comprised six representatives each of faculty, administration, classified staff, and students.) The workgroup established ground rules for its operations and communication and formed six subcommittees representing specific areas of planning—instruction, student services, human resources, budget, facilities, and technology—to examine the needs of these individual areas and formulate recommendations on how best to integrate them. Each subcommittee included representatives of all con-

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stituencies and held open focus group meetings to gather information from the college community to use in preparing a report back to the workgroup. Although many of the focus group meetings were not well attended, each subcommittee gathered information and presented a report to the workgroup. From these reports, each subcommittee developed three major recommendations, and these formed the basis for a series of issues on which the workgroup would attempt to develop consensus.

The workgroup made fitful progress during October and early November, narrowing the issues for which there was no consensus down to a few – equal representation of all constituencies on a collegewide planning council and other planning committees, numbers of representatives on the various committees, who would chair a collegewide planning council and other planning committees, and communication of recommendations to the Superintendent/President and the Board of Trustees. At the November 30, 2004 meeting of the workgroup, the Academic Senate, in an effort to accelerate the process, proposed a Board Policy establishing a collegewide planning committee called the District Planning and Advisory Committee (DPAC). The proposed policy, with some modifications from the workgroup, was presented to the Board of Trustees for a first reading at its December 2004 meeting, and a slightly modified version was approved at the January 10, 2005 Board of Trustees meeting. Board Policy 2250 states:

*The Board of Trustees establishes the District Planning and Advisory Council. The Board recognizes the Council as the body primarily responsible for making recommendations to the Superintendent/President on matters that are not otherwise the primary responsibility of the Academic Senate (BP 2210), Classified Senate (BP 2220), Associated Students (BP 2230) or the Management Association (BP 2240). Issues include, but are not limited to, District budget, facilities, human resources, instruction, student services and technology planning. Discussion of these issues by the Council will not supplant the collective bargaining process.*

*The District Planning and Advisory Council shall comprise representatives of the faculty (Academic Senate and Faculty Association), classified staff (Classified Senate and CSEA), students (Associated Students) and management (Administration/Management Association), who shall mutually agree upon the numbers, privileges, and obligations of Council members. The District Planning and Advisory Council shall establish its own procedures in conformity with the law.*

At the last meeting of the Governance Structure Workgroup in January 2005, Academic Senate representatives presented for discussion a governance structure proposal in which membership on the District Planning and Advisory Council would be based upon leadership of or participation in three new or reinvented district planning committees – Budget and Human Resources Planning, Facilities Planning, and Technology Planning – and three Academic Senate Joint Committees – Curriculum, Program Review, and Student Affairs, with the Superintendent/President or designee chairing the Council and the Academic Senate President serving as vice chair. Although representation on the Council from the three district planning committees would be equal among the four constituencies (faculty, classified staff, administrators, and students), representation from the Academic Senate Joint committees would include only the faculty and administrators who serve as chair or vice chair of those committees. Objections raised by workgroup members regarding inequality of representation were partially addressed

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through consensus on a modification of the proposal to include two “at large” members—a classified staff member and a student—on the Council. At the conclusion of the meeting, the workgroup reached consensus (defined by the facilitator as “nothing you can’t live with”) on the proposed structure.

The Interim Superintendent/President communicated his approval of the Governance Structure Workgroup product to the college community, but the classified staff organizations and the Faculty Association raised objections to the proposed structure. The classified staff organizations indicated an unwillingness to support any structure that would not result in equal representation of all constituencies on the District Planning and Advisory Council. The Faculty Association asserted that the “mutual agreement” statement of the Board Policy was in reference to all constituent organizations and that the Governance Structure Workgroup had gone beyond its authority in recommending a specific planning structure. (Although the workgroup had included representation from all constituencies, it did not have specific representatives from all constituent organizations.)

The Interim Superintendent/President then convened a group, consisting of the presidents and two other representatives of each constituent organization, to discuss the issues and recommend a planning structure. This group met twice to discuss several alternative structures and modifications of the Governance Structure Workgroup proposal. At the conclusion of the second meeting, consensus was reached on presenting to the constituent organizations a modification of the workgroup proposal—adding a separate Human Resources Planning Committee with representation on the District Planning and Advisory Council and specifying a voting structure limiting each constituency to two votes, regardless of the number of representatives on the Council.

The District Planning and Advisory Council held its first meeting on March 26, 2005 and has met regularly since that time. To date, the Council has established quorum and voting procedures, approved charges for its four original subcommittees (Budget Planning, Facilities Planning, Human Resources Planning, and Technology Planning), formed a fifth subcommittee—College Services Planning—and approved its charge, reviewed a draft of the 2005 update of the *Master Plan for Technology*, and forwarded a recommendation to the Superintendent/President regarding the College’s FTES restoration goal as it relates to the budget. Three of the subcommittees—Budget Planning, Human Resources Planning, and Technology Planning—have initiated a regular meeting schedule.

**OBJECTIVE 2:**        *To implement the College’s enrollment recovery plan and concurrently develop specific contingency plans to address alternative enrollment and economic scenarios. (All Goals)*

The College’s goal of achieving enrollment growth to the level of the 2002-2003 base created an ambitious target of producing growth of approximately 6500 FTES over that reported in 2003-2004. (This number is the result of the reported FTES in 2002-2003 having included a significant portion of a “borrowed” summer intersession in addition to Summer 2002, Fall 2002, Winter 2003, and Spring 2003.) An FTES goal of 2500 was set for Summer 2004, with the remaining growth of 4000 FTES to be accomplished in the fall and spring semesters and winter interses-

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sion. In addition, the College's adopted budget for 2004-2005 included income for 1.5% (approximately 337 FTES) growth above base enrollment.

Implementation of the enrollment recovery plan involved participation of the entire college community, but relied primarily upon a seamless collaboration among the Enrollment Services, Counseling and Retention, Academic Affairs, and Information Technology areas of the College. Central to this plan was the establishment of the Welcome Center—a "one-stop" center that provides new students with a wide range of services, including admissions, counseling, financial aid, registration assistance, and payment of fees. Between June 28, 2004 and September 10, 2004, the Welcome Center served 3,723 students, 1,854 of whom visited the Center more than once.

In addition to the Welcome Center, other innovative strategies have been developed or refined to maximize the College's restoration efforts:

- The "Fantastic Fridays" program—an outreach program that brings local high school applicants for fall admission to the campus for assessment, a meeting with a counselor, and a campus tour—was expanded to five days per week.
- The Outreach Office enhanced its communication plan for recruited students.
- The Application for Admission was redesigned to be more user-friendly, the Admission letter was revamped to provide more information and clearer direction on next steps for new students, and the Admissions website was updated and expanded to provide better information and feedback for new and prospective students.
- Students who had applied for admission in Fall 2003 or Spring 2004, but had not enrolled, were informed via e-mail that the College had restored its course offerings and were invited to "give SMC another try."
- The College's High School Dual Enrollment Program has been reinstated, with a course offering totaling 75 weekly hours of instruction for Fall 2004 and more than double that for Spring 2005.
- The enrollment calendar was revised significantly to create longer registration periods for each semester/session and allow students to commit to the College and make their course selections earlier. Summer 2004 enrollment began about two weeks earlier than in prior years, and Fall 2004 enrollment began well over a month earlier. The calendar was further revised to allow Winter 2005 and Spring 2005 enrollment to begin simultaneously, and the College plans to continue this model of simultaneous intersession and regular session enrollment for Summer/Fall 2005.
- Enrollment after the beginning of a semester or session has been simplified through an automated system making use of instructor approval codes to override the block on enrollment that formerly required an instructor's signature to approve adding a class. This minimizes the need for students to stand in lines to complete the enrollment process by allowing them to add classes at any computer with internet access or at any touch-tone telephone.

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Great care has been taken to ensure that intense student recruitment activities do not in any way compromise the College's dedication to the goal of student retention and success. A newly implemented assessment policy that requires all students to be assessed in both math and English or ESL by their second semester or seventh unit, whichever comes first, allows for better placement in skill-appropriate courses. Students who complete the assessment process prior to their assigned enrollment dates have the opportunity to enroll earlier upon the recommendation of a counselor.

The Academic Affairs Office revised its operational procedures to implement a dynamic scheduling process more immediately responsive to student need:

- The revised enrollment calendar facilitated early identification of scheduling adjustments required by enrollment trends, particularly with regard to numbers of course sections needed for the various levels of English, ESL, mathematics, and other disciplines with sequential courses. For example, when assessment results for new students dictated a larger proportion of developmental English and math sections than in past semesters, it was possible to create additional sections before all existing sections had closed.
- In addition to its student services functions, the Welcome Center served as a communications hub to inform Academic Affairs of enrollment trends and resulting schedule adjustment needs in a timely manner.
- The "View Open Classes" feature of the college website was revised to include a beginning section devoted to newly created course sections. Daily enrollment figures demonstrate that students find this feature, which is updated twice daily, particularly helpful.

These strategies have resulted in a significant number of scheduling changes on a daily basis during registration periods, most dramatically in the disciplines of English and mathematics. During Fall 2004 registration, course sections totaling 162 weekly teacher hours in English and 86 weekly teacher hours in mathematics were added, and course sections totaling 123 weekly teacher hours in English and 36 weekly teacher hours in mathematics were cancelled. (In most cases, students enrolled in cancelled course sections were moved to course sections scheduled at the same time and immediately notified of the change. When this was not possible, students were informed of the cancellation immediately and presented with alternatives.)

Although slightly below the goal, the 2250 FTES projected at the time for Summer 2004 was encouraging, given the disadvantage of drawing upon a smaller number of continuing students than in previous summers. Likewise, the Fall 2004 opening day FTES projections indicated that the College was well on its way toward achieving its goal. However, it became clear at the fall census that the great efforts to encourage early registration and to accommodate students by adding sections of impacted courses prior to the beginning of the semester had resulted in a severe decline in the enrollment gains generally accomplished through the add/drop process during the first two weeks of the semester. At this point, the goal of attempting growth beyond restoration of the base was abandoned, but efforts to achieve restoration continued. Late-start fall sections were added, and winter intersession and spring course offerings were increased be-

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yond original plans. Special recruitment efforts were targeted at students who had applied for admission, but had not registered for courses, and students who had registered in, but dropped, fall course sections. In the end, the fall semester projections indicated approximately 1150 more FTES than Fall 2003, but about 600 FTES less than Fall 2002.

Halfway through the year, the need to shift to a two-year enrollment recovery plan model became apparent. Consistent with the statewide trend toward lower or flat community college enrollments, the College's winter intersession produced about 150 FTES more than Winter 2004, but fell short of Winter 2003 by about 90 FTES. Spring 2005 produced FTES growth over Spring 2004 just slightly lower than that experienced in the fall semester.

The fiscal impact of incomplete enrollment recovery in combination with \$2.5 million in audit adjustments that reduced the 2003-2004 restricted and unrestricted general fund ending balance is dramatically illustrated in the Quarterly Report presented to the Board of Trustees at its February 2005 meeting. This report showed a reduction of the projected ending balance in the unrestricted general fund budget from \$6.2 million to less than \$200,000. However, with the release of the revised First Principal Apportionment Report by the Chancellor's Office, the College discovered its FTES target to be significantly lower than originally projected. This, coupled with submission of data for the second period apportionment report showing actual credit FTES production that was slightly higher than projected, resulted in the College being only about 550 FTES below that required for complete enrollment recovery. Upon a recommendation of the District Planning and Advisory Council, the College is exercising the option of "borrowing" FTES from Summer 2005 to make whole restoration funding for the 2004-2005 fiscal year. This results in a projected ending balance in the unrestricted general fund budget of over \$6 million, but means that the College must produce in the 2005-2006 fiscal year approximately 1100 FTES more than that produced in 2004-2005.

Therefore, the College is simultaneously recognizing its tremendous accomplishment in achieving approximately 90% of enrollment recovery in an environment of sluggish community college enrollments and acknowledging the daunting task ahead of maintaining the pressure to employ this year's successful strategies and identify new ones to ensure that complete recovery is accomplished during the 2005-2006 academic year.

**OBJECTIVE 15:**     *To develop and implement concrete strategies and processes to improve communication and professional relationships in order to create a campus climate characterized by collegiality and mutual respect. (Community of Mutual Respect)*

Progress toward accomplishment of this objective is very difficult to measure. A curious dichotomy exists at Santa Monica College. While faculty and staff have pulled together to work tirelessly, effectively, and enthusiastically to support the implementation of the College's enrollment recovery plan and monitor its results, college leaders have engaged in passionate, and often bitter, disagreements about a planning and governance structure for the institution.

The Governance Structure Workgroup had an unlikely beginning. Originating as a proposal of the Academic Senate leadership to address the Academic Senate's resolution to withdraw par-

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ticipation of its members from the Collegewide Coordinating Council and other district planning committees, this partnership between the Academic Senate and the administration to collaborate on addressing some of the College's most difficult issues was indeed a "leap of faith" at the time.

Developing the Governance Structure Workgroup framework together and working cooperatively through the high and low points of its existence have dramatically improved the relationship between the Academic Senate and the administration. This period has been characterized by collegial discussion and resolution of areas of disagreement and the joint development of creative solutions to challenges along the way, both inside and outside the workgroup's operation. For example, the Academic Senate brought forward the dilemma of its desire to proceed with recommending new full-time faculty positions for Fall 2005 in a timely manner without violating its resolution not to participate in the Collegewide Coordinating Council, the body designated through administrative regulation to deal with this process. The Superintendent/President agreed to a one-time *ad hoc* process in which a group of faculty members appointed by the Academic Senate President and instructional and student services deans appointed by the Superintendent/President would be assembled to recommend a ranking of requests for new full-time faculty positions. When the process proved successful, the Superintendent/President and Academic Senate leaders agreed to institutionalize a similar process.

Ironically, the workgroup initiative did not improve—and may have even eroded—relationships with and among other constituent organizations. Classified staff representatives expressed the belief that they are not equal partners in planning and governance processes, and there was, at times, tension between the Academic Senate and the Faculty Association, which did not have specific representation on the workgroup. Student representatives expressed a sense of feeling torn by the attempts of other constituent groups to influence them. There was a sense of impatience and frustration on the part of faculty members and administrators that the prolonged discussions delayed college planning at a particularly crucial time.

Despite the messiness of this process and the ill feelings it may have created, college leaders have been forced to face and attempt to address difficult institutional problems and challenges—literally "the good, the bad, and the ugly." The seeking of alliances between and among groups that normally have limited communication has created opportunities for a sharing of perspectives that would not have occurred under other circumstances. The fact that a new planning and governance structure has now been implemented creates hope that the knowledge gained through the struggle with its development will serve to enhance communication in the future.

As illustrated by the enrollment recovery example, relationships and communication within and among college departments are generally positive and collegial, and effective operational planning guides the institution's day-to-day functions. Communication within the negotiations between the Faculty Association and the District has been collegial and respectful, although the Faculty Association has expressed dissatisfaction with the amount of progress that has been made. Tentative agreements exist for most articles of the CSEA contract, and the tone and qual-

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ity of communication in the negotiations between CSEA and the District have improved considerably.

The college community has now taken the all important first step of truly facing its longstanding problems and attempting to address them. This transition period between college presidents provides a golden opportunity for the college community to continue the painful, but necessary, process it has begun and avoid pinning all hopes on a new leader to arrive and “fix things.” It is incumbent upon college leaders to be creative in devising ways—collective and individual, structural and operational, formal and informal—to take full advantage of this opportunity.

## ACADEMIC AFFAIRS

**OBJECTIVE 5:**        *To coordinate tutor training and tutoring labs more effectively.* (Student Success)

No action was taken on this objective beyond some initial discussion in meetings of the Academic Senate leadership with the vice presidents of Academic and Student Affairs about strategies to utilize tutoring resources in a more efficient manner with special programs. This objective will be addressed in the 2005-2006 academic year.

**OBJECTIVE 12:**    *To initiate an institution-wide dialogue about student learning outcomes and processes to facilitate learning at course, program, and degree levels and to define and begin implementation of student learning outcomes at the course level.* (Academic Excellence; Student Success)

In early September 2004, the Academic Senate President and the Superintendent/President called together a group of faculty leaders and the vice presidents of Academic and Student Affairs to set goals and establish guidelines to meet this objective. The group agreed to use the Alverno College Institute publication *Student Learning: A Central Focus for Institutions of Higher Education* as a framework for discussion. This group also decided to focus initially on two key groups for the development of student learning outcomes—the Academic Senate Joint Curriculum Committee and the Department Chairs Committee. Both of these groups dedicated a September 2004 meeting to a discussion of the publication and a presentation on the evolution of the student learning outcomes/assessment movement

The Curriculum Committee began experimenting with the development of student learning outcomes, taking on one course per meeting. Members of the committee attended a conference on student learning outcomes and facilitated two workshops at SMC during Spring 2005 to assist faculty and others engaging in this process. As of Spring 2005, any new course proposal is required to include a minimum of two student learning outcomes, and this has become a permanent addition to the course outline of record form. There have been updates made to the Curriculum Committee website to provide guidance on student learning outcomes to departments developing new courses or undergoing program review. The committee has also engaged in discussions of assessment of student learning outcomes.



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The Academic Senate Joint Program Review Committee has also become involved in the development of student learning outcomes, requiring each instructional department undergoing review to submit these as part of the updating of all course outlines. The committee has emphasized collaboration and discussion among department members in developing the outcomes. Thus far, both the Earth Sciences and English departments have successfully navigated the process. The Director, Institutional Research is coordinating a retreat for sixty or more members of the academic community, including those in departments that will undergo program review in 2005-2006, to focus on the development and assessment of student learning outcomes at the course and program levels.

The Academic Senate has formed a new Student Learning Outcomes Task Force that will initiate activities in Fall 2005. The purposes of this group include:

- to act as a clearinghouse and resource for faculty members and departments working on student learning outcomes;
- to educate the campus on student learning outcomes—what they are, how to develop them, and how to assess them; and
- to begin the process of establishing institutional student learning outcomes for Santa Monica College.

The task force will emphasize a flexible approach that reflects the tenets of academic freedom and recognizes that outcomes may take different forms from discipline to discipline. The task force is to be led by two faculty members and the Director, Institutional Research.

**OBJECTIVE 13:**     *To develop and begin implementation of a biennial program review process for occupational programs. (Academic Excellence; Student Success)*

A subcommittee composed of members of the Academic Senate Joint Program Review and Occupational Education committees has identified the criteria and a process for evaluating occupational programs in the second and fourth years of the six-year program review cycle. The new biennial program review process will be piloted in 2005-2006.

## **BUSINESS AND ADMINISTRATION**

**OBJECTIVE 4:**     *To initiate the establishment of a reserve for contingency sufficient to maintain stability and meet financial emergencies and unforeseen occurrences. (All Goals)*

The contingency reserve account increased from \$1,839,905 as of June 30, 2003 to \$5,661,071 as of June 30, 2004, and a similar amount is currently projected for June 30, 2005. The District continues to consider the level of fund balance when making important decisions.

**OBJECTIVE 16:**     *To develop and implement district operational procedures and implementing agreements with the Los Angeles County Office of Education that result in a financial system that will*

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*produce clear, reliable, timely, and transparent reports in which all constituents can have full faith and confidence. (Community of Mutual Respect)*

The Fiscal Services Department has made great progress toward creating an accurate, easy-to-understand budget and communicating that budget to the college community. This has involved working closely with the Los Angeles County Office of Education. Following are details on this year's accomplishments:

- Resumed distribution of monthly budget reports, which had not occurred for an extended period of time during the County PeopleSoft conversion. Every month, managers can see how much money they have remaining in all of their budget lines, and designated senior staff members have online access to collegewide budgets as well. Department chairs receive copies of their budgets from their respective deans. With regard to grant budgets, all program managers and faculty in charge of those budgets receive monthly budget reports.
- Put together a zero-based budget "from scratch" for all funds, including all deans and managers in the process. Produced a master budget notebook for each manager so they could know their budgets for the year in detail.
- Created monthly financial statements, income analysis, expenditure analysis, burn reports, variance reports, and fiscal updates to provide to the Executive Vice President on a monthly basis to assist him in financially managing the college. Income analysis shows how much income was budgeted versus how much income actually came in. Expenditure analysis shows how much expenditure was budgeted versus how much has actually been spent as well as how much is anticipated to be spent based upon FTES calculations. Burn reports show how fast the college is spending its money, and variance reports show what was actually spent versus what was budgeted.
- Created a budget calendar for 2005-2006 which includes extensive budget training for managers. Kickoff was March 22, 2005. All location managers received budget notebooks containing all of their 2004-2005 budget data and instructions on how to make their 2005-2006 budget requests.
- Hired a systems consultant to work through "bugs" in the Los Angeles County Office of Education PeopleSoft system.

**OBJECTIVE 25:** *To maximize the long-term educational benefit provided through new and remodeled facilities based upon the 3D-I assessment and funded by Measure U and other capital sources and to minimize as much as possible the short-term disruption of classes and services during construction. (Supportive Physical Environment; Student Success; Community of Mutual Respect)*

The College continues to add and remodel buildings to meet student needs, while trying to keep interruptions in the ongoing academic program to a minimum.

Summer 2004 started with the completion of the second floor addition for the Kinesiology/Dance and Athletics departments and the continuing construction of the replacement Theatre Arts building. In July, additional parking was added to the shuttle lot at the Santa

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Monica Airport, and the four-story building remodel and extensive site work consisting of landscaping and future student parking were begun at the Bundy Site.

Fall 2004 featured the initial master plan study for the Bundy Site, the start of the planning for the new student services building to be located on the northeast corner of the main campus, and the passage in November 2004 of "Measure S," which will allow for the establishment of a Malibu Campus in cooperation with the City of Malibu as well as a number of possible partnership projects with the City of Santa Monica and other community agencies.

Winter 2005 marked the beginning of the Performing Arts Center and the Music Department remodel projects at the Madison Site and the hiring of a consultant group to assist the College in navigating through Chancellor's Office and governmental facilities processes in Sacramento.

Spring 2005 saw the groundbreaking for the north building of the classroom complex that will replace the damaged Liberal Arts Building. The building year ended with the opening of the Bundy Site four-story building for classes in July 2005.

In light of the many ongoing construction projects, a matrix of the available classrooms has been assembled and is regularly updated to aid in the planning of course schedules. This has been invaluable in determining what existing spaces can be turned into temporary classrooms and offices to meet college need as temporary buildings are removed to make way for new buildings.

**OBJECTIVE 26:** *To develop communications with the college community so that the status of various facilities projects is accessible to anyone.* (Supportive Physical Environment; Community of Mutual Respect)

The Facilities Planning area continues to be responsive to the college community about the status of the construction projects on the various campuses. Information about the "U" and "S" bond measure projects and the Bundy and Madison construction sites is now posted on the college website at:

[http://www.smc.edu/facilities\\_airport/default.html](http://www.smc.edu/facilities_airport/default.html)

[http://www.smc.edu/comm\\_ed\\_facil\\_2004/default.html](http://www.smc.edu/comm_ed_facil_2004/default.html)

<http://www.smc.edu/madison/>

[http://www.smc.edu/facilities\\_resources/default.html](http://www.smc.edu/facilities_resources/default.html)

It is hoped that the recently established DPAC Facilities Planning Subcommittee will further enhance communication about current projects as well as enabling expanded participation in planning for the College's future needs.

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**HUMAN RESOURCES**

**OBJECTIVE 6:** *To develop and implement a new administrative regulation concerning the part-time faculty hiring process to address concerns jointly raised by the District and the Academic Senate regarding the need for a uniform procedure for the hiring of part-time faculty that meets the needs of the various academic departments. (Student Success; Academic Excellence; Community of Mutual Respect)*

In the Spring 2005 semester, the Academic Senate Joint Personnel Policies Committee completed its review of the part-time faculty hiring process and forwarded a proposed administrative regulation to the Academic Senate for approval. This new administrative regulation, which has now been approved by the Academic Senate, provides department chairs with a clear procedure for the hiring of part-time faculty.

**OBJECTIVE 7:** *To provide faculty members with comprehensive training with respect to participation in the peer evaluation process. (Student Success; Academic Excellence; Community of Mutual Respect)*

The Human Resources Office developed a written guideline on the evaluation of full-time and part-time faculty. The guideline was provided to each faculty member who served on a peer evaluation committee during the 2004-2005 academic year. In addition, the evaluation guideline is posted on the web as part of the public folders. Human Resources conducted training for all faculty members who were assigned to a peer evaluation committee for the 2004-05 academic year. Training on these guidelines will be provided by Human Resources each year in order to assure timely evaluation by peer evaluation committee members.

**OBJECTIVE 17:** *To collaborate with the appropriate constituencies to develop a more extensive orientation process for newly hired classified employees. (Community of Mutual Respect)*

As a result of staffing changes in Human Resources, no specific action was implemented for this objective. This objective will be carried over into the next academic year for completion.

**INFORMATION TECHNOLOGY**

**OBJECTIVE 18:** *To complete the evaluations of the proposed Computer and Network Use Policy by the collective bargaining units so that a mutually agreeable policy can be established. (Community of Mutual Respect; Effective Use of Technology)*

The District has reached tentative agreement with both the Faculty Association and CSEA on a collaboratively developed Computer and Network Use Policy.

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**OBJECTIVE 19:**     *To include measurable outcomes for each objective in the Master Plan for Technology to facilitate evaluation of the plan's effectiveness. (Effective Use of Technology)*

Technology initiatives have always been addressed and implemented with “cost effectiveness” and “return of investment” as major evaluation criteria. Since 2003, all applicable technology plan objectives have included measurable statistics information or data evidence to verify the effectiveness of each technology project implementation outcome. For example, the E-mail Gateway Spam Filter project has improved overall District e-mail usage and productivity tremendously. Of the District's estimated 6.8 million annual Internet e-mail messages, two-thirds are determined to be spam; the filter as implemented has been highly effective in diverting approximately 95% of these unwanted messages. In addition, an estimated 280,000 virus-infected messages will be caught annually by the filter. The statistics and measurable data assist the planning and implementation process to ensure the effective use of technology. The *Master Plan for Technology 2004-2005* contains detailed information regarding the result of each technology objective.

**OBJECTIVE 20:**     *To develop and begin implementation of a plan to redesign and reorganize the College's website. (Effective Use of Technology; Student Success; Academic Excellence; Community of Mutual Respect)*

An *ad hoc* workgroup was formed to evaluate the current SMC website and propose recommendations to make the website more useful and effective. The workgroup completed a recommendation document for the District to use in evaluating the feasibility of implementation and in assessing and allocating resources necessary to proceed with the project.

**OBJECTIVE 21:**     *To develop and implement strategies for ensuring that data stored on the PeopleSoft, Human Resources, and ISIS systems are consistent and accurately reflect activity and allocations. (Effective Use of Technology; Community of Mutual Respect)*

It has been confirmed that there is little real-time integration possibility to communicate with the County PeopleSoft system due to its security constraints. However, batch processes have been built to implement e-file B-Warrant upload and check posting mechanisms. Also, various reconciliation processes and reports are being developed to facilitate the integrity between the College's WebISIS system and all County systems. There are further plans to enhance ISIS functions to facilitate Financial Aid, Payroll, and other Fiscal Services processes, with implementation scheduled for the 2005-2006 fiscal year.

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**PLANNING AND DEVELOPMENT**

**OBJECTIVE 8:**        *To develop a profile of distance education students that explores the demographic and academic characteristics of distance education students and how these students compare academically and demographically with those students enrolled in traditional on-ground classes. (Student Success; Community Partnerships)*

A study was conducted by the Institutional Research Department to explore the demographic and academic characteristics of students attending online classes during the Fall 2002, Spring 2003, and Fall 2003 semesters. Demographic and academic profiles of the online students were compared to those of students enrolled in on-campus peer courses.

The results of the study show that students maintained a consistent demand for online courses. In terms of student success, 86% of students enrolled in online courses received a passing grade. The percentage was the same for those students enrolled in the on-campus peer courses. In terms of persistence, 47% of the online students repeated the online experience in Fall 2003.

The ethnic distribution differed slightly from the general student population. Fewer students from underrepresented groups enrolled in online courses. Female students dominated the enrollment in online classes. In terms of age, online students tended to be older than those in the on-campus peer group.

**OBJECTIVE 14:**        *To identify new internship opportunities for students with the National Institutes of Health, NASA, and the National Science Foundation. (Academic Excellence; Community Partnerships)*

The National Institutes of Health (NIH) accepted a student from SMC for the first time in the Summer of 2004. NIH is making an effort to work more closely with community colleges and will work with SMC to identify students who can serve as interns in the future. After accepting eight students into its Summer 2003 Internship Program, the National Institute of Standards and Technology continues to accept SMC students every summer.

**OBJECTIVE 22:**        *To expand contract education/training opportunities with the health care, apparel, and transportation and logistics industries throughout Greater Los Angeles County. (Student Success; Community Partnerships)*

New contract education/training opportunities were created with Cedars Sinai Hospital and Kaiser Permanente to provide customer service, computer applications, and nursing training. The Workforce and Economic Development Unit was able to secure funding from the Employment Training Panel (ETP) and the Chancellor's Office to provide training to over thirty apparel businesses and ten health care agencies. Nearly 1,000 employees were trained during the 2004-2005 year. A new ETP contract is planned for Summer 2005 to address the training needs of various logistics industries in Los Angeles.

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**OBJECTIVE 23:** *To identify new emerging occupations with high job growth in Greater Los Angeles County and areas of training for these occupations. (Student Success)*

New emerging occupations that are considered to be “high-tech and high-growth” were identified in Logistics, Computer Forensics, Alternative Fuel Technologies, and Allied Health. Discussions have occurred with leaders of the Business, Computer Science and Information Systems, and Health Sciences departments to review industry trends and labor market information. Plans will be developed in 2005-2006 to upgrade and expand current curriculum offerings or create new programs in emerging occupations such as these.

**OBJECTIVE 24:** *To work with the California Governor’s Office and the U.S. Department of Labor to expand the role of community colleges in workforce development. (Student Success; Community Partnerships)*

Santa Monica College faculty members and administrators met with staff in the Office of the Secretary of Education to discuss the need to expand the role of community colleges in training more nurses and teachers. These discussions may have been influential in creating more funding opportunities from the Governor’s Office. An allocation of \$90 million was announced by the Governor in Spring 2005 to train more nurses. The Governor’s Office has also advocated for federal funding to establish more teacher academies at community colleges.

College administrators also met with the Assistant Secretary of the U.S. Department of Labor to support efforts in providing more funding for community colleges. The Community-Based Job Training Grants were launched in Spring 2005 to encourage community colleges to create more training programs in emerging occupations that are “high-tech and high-growth.”

## **STUDENT AFFAIRS**

**OBJECTIVE 9:** *To re-examine primary documents to improve sources of information on student services for the catalog, schedule of classes, and website. (Student Success; Community of Mutual Respect)*

Student Affairs and Academic Affairs staff participated in updating college catalog and course schedule information. Course schedule information was examined for ease of understanding, and many sections were significantly revised to clarify policies. The catalog underwent a similar review and updating of content information. The group has identified that the catalog needs a complete overhaul for future publications and is already in discussions regarding a complete redesign for 2006-2007. The new version will include more information and better indexing for ease of use.

Student Affairs representatives participated on a campus-wide *ad hoc* committee to make recommendations for the redesign of the college website. The committee concluded its work and has made recommendations for a full revamping of the website to address navigational problems, the need for currency of information, and the desire for an aesthetically consistent “look

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and feel.” In the meantime, personnel in Student Affairs have updated several web pages on the current website to keep information important to students as current as possible.

Additionally, new pages were created by Enrollment Services to provide faculty a single site to visit for all enrollment issues. That site now includes dates and deadlines for faculty, including those for roster distribution and due dates. It also includes policy statements, complete with downloadable forms, for issues pertinent to them, such as Incomplete Grading Options, Electronic Add/Drop Procedures, and End of Semester Class Adds. Faculty members have been informed that this will be where to find all pertinent classroom management information, and the faculty response has been overwhelmingly positive.

**OBJECTIVE 10:**     *To re-examine the way student services are provided with a key focus on improving the “Welcome Center” concept. (Student Success)*

A group of faculty and staff members reviewed the impact of the operations of the Welcome Center on new student enrollment for Fall 2004 and examined the effects of offering new students a variety of comprehensive and collaborative services within one location. The following features of the Welcome Center were found to be particularly effective:

- Admissions, Counseling, Financial Aid, EOP&S, and Cashier services were all in one location, enabling students to address all of their financial, academic, and administrative needs.
- Student Ambassadors were extremely effective and efficient in directing new students to the different stations, offering assistance with SMC online services, conducting SMC tours, answering basic questions, and phoning students about SMC services.
- Counselors assisted students in building 12-unit schedules consistent with individual student achievement levels. Students were presented copies of their schedules along with copies of their bills and a reminder about payment policies.
- E-mail and postcard reminders were sent to students regarding paying fees on time and coming to the Welcome Center for assistance. At one point in early August when the numbers of students coming into the Center began to decline, another postcard reminder sent to students who had applied, but not enrolled, increased student traffic.
- Outreach counselors working in the Center were able to offer continuity of service to students they had served in high schools.
- A bilingual staff member was assigned on every shift to assist both students and parents.
- A counselor with Transfer Center experience evaluated transcripts from other colleges and universities.
- Academic Affairs staff members were quickly informed of the need to add new class sections (especially sections of lower-level English and math courses) for students.



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- The Welcome Center provided a centralized location for all departments and clubs to publicize events and class offerings. Some faculty members made up their own flyers to advertise particular classes.
- In keeping with a total “student first approach,” staff members escorted students to other areas on campus rather than sending them alone to unfamiliar locations.
- Students were directed to the Welcome Center immediately after assessment tests were taken so that they could meet with counselors and check on financial aid.
- Publicity for the center was accomplished through numerous campus signs and banners and distribution of Welcome Center flyers in Admissions, Financial Aid, and the Assessment Center. The opening of the Welcome Center was also promoted on KCRW.
- Hours of the Welcome Center were consistent with other service areas on campus.
- Air conditioning and a water dispenser made a big difference for all.
- Student Ambassadors and staff wore identifiable T-shirts.

The Welcome Center has now been institutionalized and is a model program for Student Services. When designing characteristics for the future Student Services Building, the Welcome Center concept served as the model for the operation now envisioned. Services for the new Bundy Campus are also being modeled after what has been learned from the Welcome Center. Finally, the relationships that were forged through the development and implementation of the Welcome Center concept continue beyond the walls of the physical structure of the Center and have created a new way of doing business. Collaborative enrollment management meetings that include Student Affairs, Academic Affairs, and Information Technology staff are now held on at least a monthly basis to discuss enrollment strategies.

The following mission statement was developed for the Welcome Center:

*The Welcome Center at Santa Monica College is a collaborative effort that is supported by both Academic and Student Affairs. The Center maintains a “student first” philosophy to assist first-time SMC students as they transition to college. The Center offers a wide array of student services designed to accommodate their needs in a “One-Stop Center” that promotes student success and retention in a nurturing and welcoming environment. The Welcome Center staff will continue to support new students until they have successfully transitioned to other academic and student support services.*

The objectives of the Welcome Center are:

- to provide personalized academic counseling including the development of a customized educational plan;
- to provide assistance with the registration and enrollment process to ensure enrollment in appropriate levels of coursework;
- to provide assistance with the financial aid application and process;
- to offer campus tours;
- to provide student and parent orientations; and

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- to provide follow-up phone calls and/or counseling appointments

**OBJECTIVE 11:**     *To improve financial aid procedures by decreasing the gap between BOG waivers and Pell Grants, while expanding the overall delivery of services through technology. (Student Success)*

Under new leadership, the Financial Aid Office has been restructured and has become more responsive to the needs of students. Working on the premise that SMC is more likely to retain students if they have Board of Governors (BOG) waivers and/or Federal Financial Aid, a “student first” culture focused on expediting all awards and eliminating roadblocks for financial aid has been established. The BOG waiver policy now allows self-certification for “BOG B” students. This has allowed the Financial Aid Office to give eligible students BOG waivers “on the spot” instead of requiring that students return to the office at a later date to provide unnecessary documentation. A full SEOG grant payment was approved at the beginning of Spring 2005 for the College’s neediest students, getting books into these students’ hands by the first week of the semester. In addition, the delivery system for 2005-2006 has been streamlined so that the packaging of Federal Aid for 2005-2006 will occur earlier than in the past.

A full analysis of Financial Aid policies and procedures was conducted, including an analysis of the software used to streamline the packaging and awarding of student aid. Several policy changes and technical enhancements were made to improve service delivery. These have already resulted in substantial increases in both BOG waiver and Pell Grant recipients. (BOG recipients already total nearly 21% more than in 2003-2004, and Pell recipients total over 24% more, with several more awards still pending.) A new report developed to help identify BOG recipients who have not applied for Federal Financial Aid will allow staff to target these students, contact them, and help them apply for any Federal Aid for which they may be eligible.

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**ALL AREAS**

- *To devise and implement appropriate instruments for surveying students regarding the services they receive and to use survey results in evaluating and improving the College's services to students. (Student Success)*
- *To work with Management Information Systems to enable employees to access and complete routine forms online. (Effective Use of Technology; Community of Mutual Respect)*

**ACADEMIC AFFAIRS**

- *To continue transformation of individual courses to incorporate student learning outcomes and begin the process of defining student learning outcomes at the program and institutional levels. (Academic Excellence; Student Success)*
- *To develop an educational program to train students for employment in emerging transportation technologies. (Academic Excellence; Student Success)*
- *To coordinate tutor training and tutoring labs more effectively. (Student Success)*
- *To review currently impacted SMC facilities to generate a potential list of high demand classes to offer in short-term modules on weekends or at other non-traditional times. (Student Success)*
- *To consider the Academic Senate for California Community Colleges recommendation of mandating successful completion of a college-level English course as a requirement for the Associate in Arts Degree. (Academic Excellence; Student Success)*

**BUSINESS AND ADMINISTRATION**

- *To make a concentrated effort to clean up and beautify those areas of the campus where there is no construction taking place. (Supportive Physical Environment)*
- *To facilitate the adaptive re-use or conversion of all space that becomes available. (Supportive Physical Environment)*
- *To further increase the District's reserve for contingency/fund balance to maintain program stability and meet financial emergencies and unforeseen circumstances. (All Goals)*
- *To create a multi-year budget planning tool to examine possible scenarios from a long-range planning perspective. (All Goals)*

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**HUMAN RESOURCES**

- *To collaborate with the appropriate constituencies to develop a more extensive orientation process for newly hired classified employees. (Community of Mutual Respect)*
- *To complete review of health benefit options (including those for retirees) by the Health Benefits Committee and make a final recommendation on the option(s) which provide the most comprehensive benefits at a reasonable cost. (Community of Mutual Respect)*
- *To work with the Personnel Commission, CSEA, employees, and managers to facilitate District implementation of the Hay Classification Study upon its completion. (Community of Mutual Respect)*
- *To provide mandated training on sexual harassment to all managers, supervisors, coordinators, and department chairs prior to the January 1, 2006 deadline. (Community of Mutual Respect)*
- *To complete district negotiations with the Faculty Association and CSEA and, upon approval of the resulting contracts by the Board of Trustees, to provide comprehensive training on the new contracts to all managers, coordinators, and department chairs. (Community of Mutual Respect)*
- *To explore the possibility of a plan for SMC employees to enroll in college courses offered outside their work hours at no or minimal cost. (Community of Mutual Respect; Academic Excellence)*

**INFORMATION TECHNOLOGY**

- *To enhance campus network security by re-evaluating technology internal security procedures and implementing up-to-date internet proxy services and an enterprise spyware/adware protection mechanism. (Effective Use of Technology; Community of Mutual Respect)*
- *To develop and expand WebISIS functions in the updated internet development environment, including enhanced online student/faculty/student services collaboration tools and user data query capability. (Effective Use of Technology; Student Success; Academic Excellence)*
- *To define Information Technology and data center relocation facility, environment control, and equipment requirements to ensure that the infrastructure and the design of the new data center are reliable, adequate, scalable, secure, and efficient through the use of state-of-the-art technology. (Effective Use of Technology; Supportive Physical Environment)*

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- *To expand wireless technology and broaden internet access capability for users with wireless laptop computers and to phase in "Voice-Over-IP" technology to enhance the manageability and integration of voice/data communication and maximize the cost benefit. (Effective Use of Technology)*
- *To initiate implementation of the ad hoc workgroup plan to redesign the college website. (Effective Use of Technology; Student Success; Academic Excellence; Community of Mutual Respect)*

**PLANNING AND DEVELOPMENT**

- *To identify, evaluate, and implement an online registration system for the Continuing and Community Education program. (Community Partnerships; Student Success)*
- *To initiate and implement a plan to augment the noncredit course offering, focusing particularly on the basic skills, short-term vocational, and English as a Second Language categories of courses. (Academic Excellence; Student Success)*
- *To establish a Research Advisory Committee to assist in developing research priorities. (All Goals)*
- *To review existing internal (i.e. programmatic) and external (from other institutions) strategies for tracking students after they leave the College to develop a longitudinal database for measuring student success in meeting both occupational and transfer educational goals in order to provide comprehensive and accurate planning information that is reflective of changing employment and educational patterns. (Student Success; Community Partnerships)*
- *To develop a Grants Advisory Committee to assist in reviewing grant requests. (Community Partnerships; Student Success; Academic Excellence)*
- *To expand employee training programs offered to various companies and industries through contracts not otherwise linked to government grants. (Community Partnerships; Student Success)*
- *To strengthen the College's relationship with local congressional leaders. (Community Partnerships)*

**STUDENT AFFAIRS**

- *To disseminate the Student Equity Plan throughout the College for consideration in planning. (Student Success)*

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- *To expand online counseling and financial aid services for students and parents and evaluate the results. (Student Success)*
- *To improve the communication plan for prospective students and new applicants to maximize the use of e-mail, Internet, and telephone access. (Student Success)*
- *To review administrative and student support costs – including those for computer labs, counseling, tutoring, media, and library services – for instructional offerings on weekends or at other non-traditional times. (Student Success)*
- *To review marketing and outreach strategies, examine data supporting their costs relative to student recruitment, and develop an updated plan to assist in achieving and maintaining full enrollment recovery. (Student Success)*