

*Santa Monica Community College District*  
**MISSION, VISION, AND GOALS**

**Santa Monica College: Changing Lives in the Global Community  
Through Excellence in Education**

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**Mission**

Santa Monica College strives to create a learning environment that both challenges students and supports them in achieving their educational goals. Students learn to contribute to the global community as they develop an understanding of their personal relationship to the world's social, cultural, political, economic, technological, and natural environments.

To fulfill this mission, Santa Monica College provides open and affordable access to high quality associate degree and certificate of achievement programs. These programs prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning.

Santa Monica College serves the world's diverse communities by offering educational opportunities which embrace the exchange of ideas in an open, caring community of learners and which recognize the critical importance of each individual's contribution to the achievement of the college's vision.

**Vision and Core Values**

Santa Monica College will be a leader and innovator in student learning and achievement. Santa Monica College will prepare and empower students to excel in their academic and professional pursuits for lifelong success in an evolving global environment.

As a community committed to open inquiry that encourages dialog and the free exchange of ideas, Santa Monica College will serve as a model for students in the practice of its core values: intellectual inquiry, research-based planning and evaluation, democratic processes, communication and collegiality, global awareness, and sustainability.



**MASTER PLAN FOR EDUCATION  
2008-2009 INSTITUTIONAL OBJECTIVES  
September 8, 2008**

Supportive Collegial Environment

- Improve and enhance decision making and communication processes in order to respect the diverse needs and goals of the entire college community.

Approved by Board of Trustees: May 12, 2008

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SMC MASTER PLAN FOR EDUCATION

2008-2009 Institutional Objectives





***MASTER PLAN FOR EDUCATION***  
**2008-2009 INSTITUTIONAL OBJECTIVES**  
**September 8, 2008**

			<u>aspects and climate control options of all campus buildings</u>	
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SMC MASTER PLAN FOR EDUCATION  
2008-2009 Institutional Objectives

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**MASTER PLAN FOR EDUCATION**  
**2008-2009 INSTITUTIONAL OBJECTIVES**  
**September 8, 2008**

STRATEGIC INITIATIVES				
ACTION PLANS	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education
Fiscal Stability	<p><u>Produce growth in FTES through the increased retention and success of basic skill students</u></p>	<ul style="list-style-type: none"> <li>• <u>Increase retention by the efforts cited in the other three strategic initiatives and thereby increase the number of international students</u></li> <li>• <u>Identify potential funding sources to support student engagement in global citizenship activities</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Prioritize energy efficient projects, with an emphasis on solar energy generation capacity</u></li> <li>• <u>Set date-based goals and targets for implementing the priorities identified in the Environmental Audit</u></li> <li>• <u>Develop educational signage to promote resource efficiency throughout the campuses</u></li> <li>• <u>Provide improved and affordable access to SMC by supporting a wider variety of alternative transportation choices</u></li> <li>• <u>Include sustainability criteria in contracts and RFP procedures</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Conduct industry trade analysis to determine that a target audience for proposed offerings exists</u></li> <li>• <u>Leverage grants and categorical programs to improve and expand vocational programs</u></li> <li>• <u>Ensure that vocational funds are aligned with college priorities</u></li> <li>• <u>Increase FTES through new vocational programs and courses</u></li> <li>• <u>Develop a plan to ensure funding for implementation and maintenance of vocational programs</u></li> <li>• <u>Develop strategies for tracking vocational students after they leave the program</u></li> </ul>

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**MASTER PLAN FOR EDUCATION**  
**2008-2009 INSTITUTIONAL OBJECTIVES**  
**September 8, 2008**

STRATEGIC INITIATIVES				
ACTION PLANS	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education
<b><u>Student Support Services</u></b>	<ul style="list-style-type: none"> <li>• <u>Develop a distance education noncredit course designed to help students “brush up” on their math and English skills prior to taking the assessment tests</u></li> <li>• <u>Expand linkages between counseling services and basic skills initiatives</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Expand and develop academic and social support for international students</u></li> <li>• <u>Improve facilities for international students and ESL</u></li> <li>• <u>Expand student participation in the SMC Study Abroad programs</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Provide instructional support services at the Center for Environmental and Urban Studies (CEUS)</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Expand tutoring to address the needs of specific vocational programs</u></li> <li>• <u>Enhance linkages between counseling services and various vocational disciplines</u></li> <li>• <u>Increase the use of industry-related forums and job-matching strategies to provide opportunities for students and employers to participate in job-shadowing activities, internships, and employment possibilities</u></li> </ul>

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**MASTER PLAN FOR EDUCATION**  
**2008-2009 INSTITUTIONAL OBJECTIVES**  
**September 8, 2008**

~~To promote interaction between international and other students at the College and expand student participation in SMC Study Abroad programs. (Enrollment Development; Student Affairs; Academic Affairs)~~

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~~SMC MASTER PLAN FOR EDUCATION~~  
~~2008-2009 Institutional Objectives~~ ~~2008-2009 Institutional Objectives~~



**MASTER PLAN FOR EDUCATION**  
**2008-2009 INSTITUTIONAL OBJECTIVES**  
**September 8, 2008**

To develop projected maintenance and staffing costs for new buildings and sustainability efforts and implement a process for including these in budget planning. *(Business and Administration)*  
*\*\*Sustainable Physical Environment*

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~~MASTER PLAN FOR EDUCATION  
REPORT ON 2007-2008 INSTITUTIONAL OBJECTIVES  
September 8, 2008~~

~~ALL GOALS~~

~~OBJECTIVE 1. To develop three to five strategic initiatives and action plans. (All Areas)~~

~~The Strategic Planning Task Force has recommended four strategic initiatives—Basic Skills, Global Citizenship, Sustainability, and Vocational Programs—and four general action plan categories—Hiring Full-Time Faculty and Permanent Staff, Training Priorities, Student Support Services, and Fiscal Stability. Through interaction with the committees and workgroups associated with each of the strategic initiatives, the task force has prioritized specific action plans that will form the basis for annual institutional objectives over the next five years. The initiatives and action plans are included in the Master Plan for Education 2008 update.~~

~~OBJECTIVE 2. To review the College's Vision, Mission, and Goals statements and revise them as needed. (All Areas)~~

~~In Fall 2007, the Strategic Planning Task Force assumed the task of drafting a major revision of these statements based upon input received from the college community through the strategic planning process. The resulting document was then reviewed by the District Planning and Advisory Committee, which, in turn, sent it to all of the organizations represented on DPAC for review and ratification. Upon ratification by all of the organizations, DPAC approved the document (with minor revisions recommended through the ratification process) and submitted it to the Superintendent/President. The Superintendent/President approved the document with a few revisions, which were shared with DPAC. The final version of the document, approved by the Board of Trustees in May 2008, provides an appropriate new framework for the College's annual planning efforts.~~

~~OBJECTIVE 3. To develop institutional learning outcomes and incorporate them into the revision of the College's Vision, Mission, and Goals statements. (All Areas)~~

~~The focus of the Fall 2007 flex day activities was gathering input from the entire college community on "student take-aways" to be used in the development of Institutional Learning Outcomes. The Student Learning Outcomes Task Force organized the resulting information into five categories from which four recommended Institutional Learning Outcomes were developed. These were approved by the Academic Senate, the District Planning and Advisory Committee, and the Superintendent/President and were presented to the Board of Trustees in November 2007. The College's revised Mission/Vision/Goals document features the four Institutional Learning Outcomes as the central institutional goal, with six supporting goals that clarify how the various major areas of the College can contribute toward their achievement. This framework ensures that annual institutional objectives will be developed to address the achievement of one or more of the Institutional Learning Outcomes.~~

~~OBJECTIVE 4. Begin planning for the 2010 accreditation self-study process. (All Areas)~~

~~In preparation for the Fall 2008 launching of the accreditation self-study process, the organizational structure has been agreed upon, and the Superintendent/President and the Academic Senate~~

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**MASTER PLAN FOR EDUCATION**  
**REPORT ON 2007-2008 INSTITUTIONAL OBJECTIVES**  
September 8, 2008

President have appointed leaders to facilitate the development of the self-study for each of the four accreditation standards. The process will be co-chaired by the Academic Senate President and the Executive Vice President.

**OBJECTIVE 5.** To develop and implement a revenue and expenditure plan that will address the loss of base revenue that will result from the “payback” of borrowed FTES in 2008-2009. *(Business and Administration)*

The District’s current planning scenario, which is highly dependent upon making significant progress toward restoration of FTES to the 2006-2007 reported level, will result in a very minor loss of base revenue in 2008-2009 (the year after stabilization) and increase base revenue in 2009-2010 by \$5,376,534. The District has also developed an expenditure plan that supports achievement of the institutional objectives set forth in the Master Plan for Education. While many other districts are reacting to state budget constraints by cutting expenditures, reducing programs, and limiting any further growth, SMC’s expenditure plan features funding for such items as full-time faculty hires (to maintain the current number of full-time faculty), Global Citizenship Initiative funding, increased funding for student support programs, and funding for increased compensation that will help the District maintain a highly motivated and experienced faculty, staff, and administration. While the plan does call for deficit spending, the District has been fortunate enough to have increased the ending fund balance from \$1.8 million in 2002-2003 to a record projected ending fund balance in 2007-2008 of \$17 million. This large fund balance is a key component of the District’s revenue and expenditure plan and will allow the District to maintain a high level of service to students and the community while moving away from deficit spending over the next several years.

**OBJECTIVE 6.** To develop institutional research priorities in concert with all areas of the College. *(Enrollment Development)*

Since the Dean of Institutional Research was hired in September 2007, she has engaged the college community through her participation in various committees and through the establishment and convening of the Research Advisory Committee. Priorities are being identified and slated for implementation through committee participation and the advice and consultation of the Research Advisory Committee. Current projects scheduled for implementation in 2008-2009 include revisions to the online application and a self-service data depot for faculty and staff use.

**GOAL 1. STUDENT SUCCESS**

**OBJECTIVE 7.** To further develop noncredit curriculum and implement a timeline for the implementation of the CAHSEE (California High School Exit Exam) Grant work plans. *(Academic Affairs)*

The CAHSEE and Adult High School Diploma curriculum is complete and has been approved by the Academic Senate Joint Curriculum Committee, the Academic Senate, and the Board of Trustees. The CAHSEE preparation course and twenty-two adult high school courses, which will enable the College to facilitate “credit recovery” for CAHSEE students, have been submitted to the

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MASTER PLAN FOR EDUCATION  
REPORT ON 2007-2008 INSTITUTIONAL OBJECTIVES  
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~~academically and return them to successful standing by providing essential follow-up activities:  
(Enrollment Development; Information Technology; Student Affairs) \*\*Effective Use of Technology~~

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SMC MASTER PLAN FOR EDUCATION - Report on 2007-2008 Institutional Objectives

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~~MASTER PLAN FOR EDUCATION~~  
~~REPORT ON 2007-2008 INSTITUTIONAL OBJECTIVES~~  
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~~In keeping with the California Community College Education Code; Reference: Section 78212 and Matriculation Title 5 Regulation 55526 on Student Follow-up, Santa Monica College employs an Early Alert Program that provides students with feedback from their instructors. The Early Alert Program “ensures that the academic progress of [SMC] students is regularly monitored to detect early signs of difficulty and students are provided with advice and referral to specialized services or curriculum offerings where necessary.” The newly revised and updated Early Alert system allows for the identification of at-risk students at any point during the semester, regardless of whether it is the first week of class or the twelfth week. The Early Alert Program is administered during both fall and spring semesters.~~

~~Instructors have an option of printing automatically generated letters and personally delivering them to students at a class session or e-mailing the letters to the students to improve the timeliness of communication. In addition to written communication with identified students, there are follow-up phone calls from counselors. Identified students who participate in the College's special counseling programs, such as Adelante, Latino Center, Black Collegians, TRIO, and EOPS, are contacted by their respective programs for assistance in completing the counseling-specific recommendations made in the Early Alert letters.~~

~~The new Early Alert system was deployed on March 10, 2008. Prior to deployment, training sessions were given to Student Affairs program leaders, the Counseling Department, department chairs, and the Enrollment Development team, in addition to a flex day workshop presentation. To date, over 500 students have been contacted during Spring 2008. This newly redesigned Early Alert system has the potential to earn a “Best Practices” title. With sufficient buy-in from the college community, both persistence and retention rates could improve through successful implementation and faculty participation.~~

~~**OBJECTIVE 12.** To augment and improve assessment/placement testing modes of delivery to accommodate student testing at off-campus locations. *(Enrollment Development) \*\*Effective Use of Technology*~~

~~In September 2007, the Assessment Center launched a new program to permit out-of-state and out-of-area students to take the mathematics and English/ESL assessments at a location close to their homes. In most situations, students access a special search engine through the Center's website and enter their zip codes. They then get a listing of test centers that have agreed to proctor the SMC COMPASS or ACCUPLACER exams. Students then complete an electronic form which is forwarded to the Assessment Center for processing. The staff subsequently makes the relevant proctoring arrangements. Once the student completes the test, the Center integrates students' assessment results into the College's enrollment system. The major advantage of this proctoring service is that students actually take the SMC placement exams, and their scores reside in the College's testing databases. During 2008-2009, the feasibility of expanding this service to students outside of the country will be investigated. However, significant logistical and test security issues will make this a challenging endeavor.~~

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MASTER PLAN FOR EDUCATION  
REPORT ON 2007-2008 INSTITUTIONAL OBJECTIVES  
September 8, 2008

~~OBJECTIVE 13. To increase the number of full-time faculty members at the College to make progress towards the AB 1725 goal of a 75%/25% full-time/part-time ratio. (Human Resources; Academic Affairs; Student Affairs) \*\*Academic Excellence; Community of Mutual Respect.~~

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MASTER PLAN FOR EDUCATION  
REPORT ON 2007-2008 INSTITUTIONAL OBJECTIVES  
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For Fall 2008, the College continued with the “not losing ground” goal of hiring enough new faculty members to maintain the current full-time faculty number. The Academic Senate and the Administration have agreed to begin development of a long term plan to incrementally increase the number of full-time faculty members on an annual basis.

**OBJECTIVE 14.** To gather further data to inform discussions of expansion or addition of vocational programs beyond those currently being planned. *(Planning and Development; Academic Affairs; \*\*Community Partnerships)*

As a component of the data gathering strategy, information sharing activities seem to be the ideal approach for expanding the College’s vocational education menu. Sector-based information exchanges allow college faculty and administrative staff to forge strong relationships with business and industry representatives through face-to-face interaction and to identify the skills needed to meet current and future hiring trends. These activities include representatives from business/industry, the local employment and training system, the region’s education infrastructure, and economic development agencies and focus on topics that are relevant to the Westside region. Groups such as the Cal-WEST Consortium (a logistics industry related group) assisted the College in the development of new credit based courses. The recently launched Green WEST Alliance (a group focused on the environmental movement) assisted in broadening the understanding of the changes occurring throughout the environmental field. Such groups provide insight on the skills needed in today’s competitive job market and enable the College to expand its focus on rising industries with local, national, and global importance. Information obtained directly from business and industry is shared across all vocational disciplines through the Academic Senate Joint Occupational Education Committee, the Academic Senate, and the Academic Affairs departmental structure.

**OBJECTIVE 15.** To complete the development of student learning outcomes for each student services area, assess these outcomes, and implement change based upon the assessment results. *(Student Affairs)*

As of Spring 2008, 96% of student services programs have identified student learning outcomes, and 70% of the programs have assessed their SLOs or are in the process of doing so. 15% have implemented changes based upon the assessment results or are in the process of doing so. This last percentage will increase as the programs continue to gather assessment data.

**OBJECTIVE 16.** To gather further data on the retention, persistence, and success of SMC students and to implement new strategies to improve these numbers. *(Student Affairs; Enrollment Development; Academic Affairs)*

While new retention strategies were put in place during 2007-2008, most notably by the Counseling Department, in response to a growing concern about our basic skills population, little progress was made on collecting additional data on the retention, persistence and success of SMC students because of limited institutional research staffing.

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**OBJECTIVE 17.** To formulate a Title V Institutional Grant Advisory Board that will review the progress of the current grant effort and recommend a direction for the next Title V Institutional grant. *(Student Affairs; Planning and Development; Academic Affairs)*

In Spring 2008, a new Title V/ Welcome Center Project Manager was hired. The Title V Institutional grant competition was delayed a year to coincide with the ending dates of the College's current Title V Institutional Grant. Consequently, the Title V Institutional Advisory Board will convene in Fall 2008. This advisory group, consisting of various college community stakeholders, will assist in the assessment of the current Title V Institutional Grant and guide the development of a new Title V Institutional Grant application.

**OBJECTIVE 18.** To increase services for distance education and online counseling. *(Student Affairs; Academic Affairs)*

Distance education enrollments (duplicated) for 2007-2008 increased from about 18,000 to more than 20,000 in comparison with 2006-2007. The SMCOnline helpdesk provided 24/7/365 (twenty-four hours a day/seven days a week/365 days a year) support to all online/hybrid students. A new helpdesk "chat live" feature was implemented and is now available to students seven days a week between 9:00 a.m. and 9:00 p.m. Approximately 4,350 student helpdesk contacts were logged for the year, 68% of which were via email with an average response time of 21 minutes. 29% of the contacts were by phone with a response time of 41 seconds. Only 3% of the student helpdesk contacts utilized the new live chat option.

The Library added 3,000 electronic books to its collection, bringing the total number of ebooks to over 16,200. These ebooks supplement the 40+ online databases that are used by the virtual reference service to provide access to library resources twenty-four hours a day, seven days a week.

When online counseling services for on-ground students were first launched in April 2006, approximately ten inquiries were received in the first month. Once students and staff members became aware of the service, usage markedly increased. In the first year (April 2006 - March 2007), 1109 students were served. In order to increase online services and outreach to students, a direct link to the online counseling site was posted on the Counseling Department web page. Word-of-mouth among students, increased referrals from staff members, and enhanced website accessibility to the online counseling service resulted in a dramatic (68%) increase in the number of students served during the second year (April 2007 - March 2008), with responses provided to 3496 online counseling inquiries.

**GOAL 2. ACADEMIC EXCELLENCE**

**OBJECTIVE 19.** To establish a plan to "reframe" the current Liberal Arts - Transfer Associate in Arts Degree as mandated by the recent change in Title 5 regulations. *(Academic Affairs; Enrollment Development; Student Affairs)*

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The Transfer Studies option of the Liberal Arts Degree has been removed from the college catalog for 2008-2009. It was determined that the remaining Liberal Arts Associate in Arts Degree is in compliance with the revised regulations. However, a review of all Associate in Arts degrees will be conducted by Academic Affairs in consultation with the Articulation Officer during the summer of 2008, with a goal of reframing all degrees to highlight the major or "area of emphasis" of 18 units or more. In addition, the Interdisciplinary Studies Task Force developed three new Associate degrees (Environmental Science, Environmental Studies, and Ethnic Studies) conforming to the requirements of the revised Title 5 regulations. These have been locally approved and are being submitted to the Chancellor's Office for approval.

**OBJECTIVE 20.** To support the development of a new Associate in Arts degree requirement in "Global Citizenship," as developed by the Curriculum Subcommittee of the Global Education Task Force. *(Academic Affairs)*

The curriculum subcommittee of the Global Education Task Force (a joint College/Academic Senate presidential task force) developed a Global Citizenship Associate in Arts Degree requirement recommendation that was subsequently approved by the Academic Senate Joint Curriculum Committee, the Academic Senate, the Superintendent/President, and the Board of Trustees. The current Associate in Arts Degree American Cultures requirement has been expanded to become the Global Citizenship degree requirement, effective Fall 2008. There are three categories within which a student can take a three-unit course to satisfy this requirement: American Cultures, Ecological Literacy, and Global Citizenship. In addition, a student may elect to satisfy the requirement through a three-unit service learning or study abroad experience.

**GOAL 3. COMMUNITY OF MUTUAL RESPECT**

**OBJECTIVE 21.** To develop and implement an improved system for procurement and payment that reduces delay times in ordering and payment and relies more on technology/electronic records instead of the traditional paper records. *(Business and Administration)*

A paperless procurement and payment system that should dramatically increase the response times for ordering and payment has been developed by college staff. Currently, the Fiscal Services and Purchasing areas are moving into the implementation phase of this objective, with a goal of full implementation by the end of the 2008-2009 fiscal year.

**OBJECTIVE 22.** To develop and implement a system that increases the availability of budgetary records to all cost centers so that departments can make budgetary decisions based on the latest information. *(Business and Administration)*

During the 2007-2008 fiscal year, the District implemented a system that distributes all budgetary data via electronic transmission as opposed to the traditional paper method. This new system has reduced delay between reports being issued by Fiscal Services and review by cost center managers. Fiscal Services has also developed an online, real-time budget review program with the Los Angeles County Office of Education and is currently the first district in the county to have such a program.

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~~employees are given copies of their collective bargaining agreement and are provided with information about advanced step placement, where applicable, the evaluation process, and the probationary period. They are also given an opportunity to meet separately regarding completion of applicable benefits options. For 2008-2009, the newly developed enhanced orientation process—a formal “Staff Orientation Day”—will be initiated and conducted on a monthly basis for all new hires.~~

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~~**OBJECTIVE 32.** To develop a process for including ongoing technology maintenance and replacement costs in budget planning whenever new technology (such as smart classroom technology in new buildings) is added anywhere in the college. *(Information Technology; Business and Administration; Academic Affairs)* \*\*Student Success~~

~~Computer network equipment, servers, workstations, smart classroom equipment, and multi-media carts require ongoing replacement and upgrade plans. Currently, the Information Services Committee identifies and plans the replacement cycle for this equipment. In the current year, instructional equipment grant funds were able to support replacement of only 32% of the targeted workstations in the annual replacement plan. This illustrates that the current funding mechanism cannot adequately support needed equipment updates. Since this year's committee discussions did not progress beyond identifying the scope of the problem, this objective is being carried forward to 2008-2009.~~

~~**GOAL 5. COMMUNITY PARTNERSHIPS**~~

~~**OBJECTIVE 33.** To expand the College's educational collaboration with the Santa Monica-Malibu Unified School District and begin development of the High School Transfer Academy and Early College High School. *(Academic Affairs; Student Affairs)* \*\*Student Success~~

~~The SMC-SMMUSD Collaboration was established by the College and the Santa Monica-Malibu Unified School District to achieve specific objectives. The Collaboration has successfully developed and will be launching in Summer 2008 the Young Collegians Program (a renaming of the High School Transfer Academy). This program serves motivated ninth grade students who may be the first in their family to attend college. A cohort of students will enroll in two summer classes on the SMC campus and will also participate in skills workshops and other educational activities. SMC students are being recruited to serve as mentors for the high school students. Although planning for the Early College High School is currently on hold, SMC is active in the planning of the SMMUSD Global Sustainability, Environmental Sciences and Technology small high school, projected for Fall 2009. This model provides another choice for high school students in Santa Monica. The College will collaborate to streamline educational pathways through its sustainability program.~~

~~**OBJECTIVE 34.** To improve communication and relationships with feeder high schools. *(Enrollment Development; Student Affairs; Academic Affairs)* \*\*Student Success~~

~~Outreach, Dual Enrollment, and Enrollment Services staff meet regularly to share information regarding programs targeted at the College's feeder high schools. Outreach staff attended feeder high school PTA meetings to address parent concerns and promote academic programs targeted at high school students (concurrent enrollment, Summer Institute, Summer Bridge, etc.). Enrollment Services staff members send communication directly to the Outreach staff and feeder high school counselors to facilitate the sharing of accurate information with this population.~~

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**OBJECTIVE 35.** To build upon current and develop new community and government relationships at the local, state, and national levels. *(Planning and Development)*

Santa Monica College has many community and government relations of value. Several of these are addressed elsewhere in this report, including new noncredit curriculum programming offered through the City of Santa Monica and at sites in the community (Objective 7), the support provided to small business and targeted business segments through SMC's Workforce and Economic Development program (Objective 9), the educational collaborative with the Santa Monica-Malibu Unified School District to provide planning and educational pathways for high school students (Objective 33), joint use partnerships with the Santa Monica-Malibu Unified School District, the City of Santa Monica, and the City of Malibu (Objective 39), and a transportation initiative partnership with the City of Santa Monica's Big Blue Bus (Objective 36). Also of note are a new services agreement between the College and the Madison Project, a California nonprofit public benefit corporation, to operate and provide programming for the Broad Stage at the Santa Monica College Performing Arts Center; new planning with the Santa Monica-Malibu Unified School District for joint use facilities at Malibu High School; California legislative advocacy regarding the serving of alcohol at private events at college venues; regional governmental and industry council activities related to providing a means of financing regional transportation solutions; and local engagements through the activities of the Office of Community Relations.

**OBJECTIVE 36.** To work with Big Blue Bus, the City of Santa Monica, and other entities to implement additional bus routes and other plans for the next phase of the transportation initiative. *(Planning and Development) \*\*Student Success*

This past year, Santa Monica College, in partnership with the SMC Associated Students, approved and created the financing for an extraordinary improvement for use of public transit. This new program will begin in Fall 2008 and will provide all current SMC students and employees the ability to ride "any line, any time" of the Big Blue Bus for free. The program also sustains the three new or expanded lines that were introduced in Spring 2007 and adds a new Rapid 7 service to the Main Campus. The Big Blue Bus component of the transportation initiative now includes the "any line, any time" program; a Rapid 7 service on Pico Boulevard with the possibility of future extension to the Metro Red Line light rail; the Crosstown Ride connecting the Main Campus to Metro on Santa Monica and Wilshire Boulevards; the Sunset Ride, a mini Blue public transit service connecting SMC's Academy, Bundy, and Main Campus with bus stops along the route; and the SMC Commuter (Line 6) providing daytime public transit service from Culver City, Mar Vista, and West Los Angeles to SMC's Bundy and Main Campus. According to a Big Blue Bus line-by-line analysis conducted in October and November 2007, Line 6 achieved 28 boardings per hour (208 boardings per weekday), the Crosstown Ride achieved 32 boardings per hour (698 boardings per weekday), and the Sunset Ride achieved 52 boardings per hour (1,408 boardings per weekday). The Sunset Ride now ranks #8 among the 20 BBB lines in terms of service productivity, and the Crosstown Ride has experienced a 133% increase in ridership compared to the year prior.

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Also in 2007-08, Santa Monica College, with the active assistance of members of the Board of Trustees and the City of Santa Monica, continued advocacy for the extension of the Exposition Light Rail line from Culver City to Santa Monica, and importantly, the advocacy for an additional station near the College at Memorial Park (between 14th Street and 17th Street and on either Colorado Avenue or Olympic Boulevard), as over 6,700 SMC students and staff live within communities to be served by the line. The advocacy occurred during the scoping component of the environmental study. This effort has succeeded at having the additional station added to the environmental study. It should be noted that the new station is the only station alternative to be added to the environmental study and alternative analysis.

**GOAL 6. SUPPORTIVE PHYSICAL ENVIRONMENT**

**OBJECTIVE 37.** To complete the feasibility study for converting college electrical systems to solar power and take the results into consideration for future planning. *(Business and Administration)*

The feasibility study was completed, and proposals from vendors for implementation of a pilot solar project are being reviewed.

**OBJECTIVE 38.** To develop projected maintenance and staffing costs for new buildings and implement a process for including these in budget planning. *(Business and Administration) \*\*Community of Mutual Respect*

Although some progress was made in planning for the Fall 2008 opening of the new SMC Performing Arts Center, shifts in leadership prevented addressing this objective in a comprehensive manner. It is therefore being carried over for the 2008-2009 fiscal year.

**OBJECTIVE 39.** To develop a priority list for facility planning beyond that for the Student Services Building. *(Business and Administration)*

The College submitted to the State Chancellor's Office its Five Year Construction Plan 2010-2011 that identifies all potential future projects that have been developed as a result of college planning activities. The projects in the Five Year Plan are prioritized for state funding purposes. The College has authorized the update of its Facilities Master Plan, a process that is expected to be completed in the coming year. This plan will establish the sequence of project timelines, based on funding and site considerations. The College has also developed a financing plan to support the realization of the facility planning. Included in this plan are submissions to the State Chancellor's Office of Final Project Plan (FPP) and Initial Project Plan (IPP) proposals, preparation for submission for assistance from the City of Santa Monica Earthquake Recovery Redevelopment Project plan, and preparation in anticipation of a November 2008 bond election.

**OBJECTIVE 40.** To develop a plan to address staffing needs created by bringing new facilities on line. *(Human Resources; Business and Administration) \*\*Community of Mutual Respect*

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Human Resources and the Personnel Commission worked collaboratively with appropriate staff in various departments to assist in projecting needed positions for the SMC Performing Arts Center, which is scheduled to open in Fall 2008.

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~~**OBJECTIVE 41.** To work collaboratively with professional architects to complete the planning of a new Student Services building that will reflect innovative ways to deliver services to students in a more efficient and user-friendly manner. *(Student Affairs, Business and Administration)\*\*Student Success*~~

~~During 2007-2008, staff members who will occupy the new Student Services and Administration Building (slated for a 2012 completion date) were invited to attend various planning meetings. These meetings took place on a regular basis throughout the year, and staff members were interviewed regarding topics such as office needs, storage needs, flow of students and staff, meeting rooms, light and air circulation, and most important, how to combine precious resources to provide the best services to students most efficiently.~~

~~The Steinberg architectural team met with each user group individually and in larger adjacency groups. Each program leader's concerns were heard, and adjustments were made. Steinberg also met with senior staff members and deans from Student Affairs and Academic Affairs. Floor One of the building will be devoted to first year students; Floor Two will be devoted to Counseling and Special Programs; and Floor Three will house the Superintendent/President, the Executive Vice President, and the vice presidents of Student Affairs, Academic Affairs, and Enrollment Development.~~

~~The December 2008 groundbreaking will begin with the demolition of the Amphitheatre, International Students and Events Building, Concert Hall, and Music Building to make way for the underground parking structure.~~

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