



Santa Monica Community College District

ANNUAL STRATEGIC PLANNING REPORT 2018-2019

DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)
SCOPE AND FUNCTION, 2018-2019

2018-2019 ACTION PLANS

RESPONSES TO 2017-2018 INSTITUTIONAL OBJECTIVES



Board of Trustees

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Santa Monica Community College District
ANNUAL STRATEGIC PLANNING REPORT
2018-2019

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Santa Monica Community College District
ANNUAL STRATEGIC PLANNING REPORT
2018-2019

In 1997, the College adopted its first formal *Master Plan for Education*, and the plan has been reviewed and updated in each subsequent year. In accordance with the College's planning process, the document is extensively revised every five years as part of the long-term strategic planning process. This includes a review of the College's Vision, Mission, and Goals statements as well as the identification of long-term strategic initiatives to inform the identification of annual action plans.

This most recent strategic planning effort facilitated by the Collaborative Brain Trust resulted in the following six Strategic Initiatives for 2017-2022:

- Close Gaps in educational outcomes
- Expand Educational and career opportunities and pathways
- Link Long-term and integrated planning to resource allocation
- Ensure that Human Resource plan supports student success
- Improve facilities and technology infrastructure, integration and staffing
- Ensure long-term fiscal stability

Development of the *Annual Strategic Planning Report* (formerly *Master Plan for Education Update*) is the responsibility of DPAC. The report includes responses to the previous year's action plans (formerly institutional objectives) indicating the status of completion for each plan, categorizing each as Completed or Not Completed (with subcategories Substantially Completed, Ongoing and Other). Annual action plans for 2018-2019 that support the Strategic Initiatives for 2017-2022 were identified and included in the *Annual Strategic Planning Report*.

In preparation for formulating the annual action plans for 2018-2019, DPAC reviewed a number of major planning documents and related reports which are included as addenda and/or links are provided below:

Academic Senate Objectives, 2018-2019

Accreditation

Quality Focus Essay 2016

SMC Follow-up Report submitted March 2018

Link to Accreditation Website

<http://www.smc.edu/AboutSMC/Accreditation/Pages/Accreditation.aspx>

Board of Trustees Goals and Priorities, 2018-2020

Capitol Outlay Programs Update, July 2018

DPAC Annual Report, 2017-2018

http://www.smc.edu/ACG/DistrictPlanningPolicies/Documents/District_Planning_and_Advisory_Council/2017-2018/Final%20DPAC%202016-2017%20Annual%20Report.pdf

Information Technology, Areas of Focus 2018-2019

Institutional Effectiveness Committee Observations in 2017-2018

Presentation/Reports/Actions at Board of Trustees Meetings Related to Board Goals and Priorities, Strategic Initiatives and College Priorities, 2017-2018

Program Review 2018 Planning Summary

SMC Annual Report, 2017-2018 (Introduction)

Link to complete SMC Annual Report:

http://www.smc.edu/ACG/Documents/Board%20of%20Trustees%20Meetings/Board_of_Trustees_Meetings/2018/Annual-report_2017-2018_06-19-18-FINAL_07-17-18.pdf

Strategic Planning and Facilitation Summary/Strategic Initiatives 2017-2022

Link to complete Strategic Planning and Facilitation Report:

http://www.smc.edu/ACG/Documents/Board%20of%20Trustees%20Meetings/Board_of_Trustees_Meetings/2017/Strategic-Planning-and-Facilitation-Report-for-Board.pdf

In preparation for formulating Annual Action Plans (formerly called institutional objectives) for 2018-2019 the District Planning and Advisory Council reviewed the major planning documents referenced above and developed numerous draft annual action plans from the recommendations in these documents. DPAC's discussion of the draft document resulted in a refinement of the combined list, with an emphasis upon limiting the number of action plans to those that are truly institutional in scope, measurable, and focused upon specific outcomes. The Annual Action Plans were reviewed by the senior administrative staff and accepted by the Superintendent/President.

This final document is the result of review and approval by the District Planning and Advisory Council, and review and acceptance by the SMC Senior Administrative Staff and Superintendent/President.



Santa Monica Community College District

Vision, Mission, and Goals

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

Vision

Santa Monica College will be a leader and innovator in learning and achievement. As a community committed to open dialog and the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation, academic integrity, ethical behavior, democratic processes, communication and collegiality, global awareness, equity, and sustainability.

Revised and Approved by DPAC: August 9, 2017

Mission

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

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

Revised and Approved by Board of Trustees: July 11, 2017

Goals

To fulfill this mission, Santa Monica College has identified the following Institutional Learning Outcomes and supporting goals.

Institutional Learning Outcomes:

Santa Monica College students will:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives
- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.
- Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events.
- Assume responsibility for their own impact on the earth by living a sustainable and ethical life style.
- Students will demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Supporting Goals

Innovative and Responsive Academic Environment

- Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

Supportive Learning Environment

- Provide access to comprehensive student learning resources such as library, tutoring, and technology
- Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid

Stable Fiscal Environment

- Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources

Sustainable Physical Environment

- Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings, and technology

Supportive Collegial Environment

- Employ decision making and communication processes that respect the diverse needs of the entire college community

Approved by DPAC: 3/14/2012

Approved by Board of Trustees: 4/3/2012

Revised 6/2013 (ILO #5 approved by Academic Senate)

Revision approved by DPAC: 3/25/2015, Board of Trustees: 4/7/2015

Approved by Board of Trustees: 4/7/2015



District Planning and Advisory Council SCOPE AND FUNCTION

District Planning and Advisory Council (DPAC)

The District Planning and Advisory Council (DPAC) is the advisory 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 Staff (BP 2220), Associated Students (BP 2230) or the Management Association (BP 2240). Issues include, but are not limited to, District budget planning, facilities planning, human resources planning, and technology planning. Discussion of these issues by the Council will not supplant the collective bargaining process.

Reference: Board Policy 2515

DPAC Members:

Superintendent/President (or designee)
Academic Senate President (or designee)
Faculty Association President (or designee)
CSEA President (or designee)
Management Association President (or designee)
Associated Students President (or designee)

Each Constituency Group President (or designee) shall be allowed one additional seat at DPAC meetings for a total of 12 members.

DPAC Chair and Vice-Chair:

The Superintendent/President is a de facto member of DPAC and shall serve as Chair of DPAC. The Superintendent/President may appoint a designee in June to serve as chair for a one-year term the following fiscal year. If a designee is appointed, the Superintendent/President, as a de facto member, is welcome to attend DPAC meetings. DPAC may extend a special invitation to the Superintendent/President to participate in discussion of a specific topic.

The Vice-Chair shall be elected by a majority vote of DPAC in June to serve a one-year term for the following fiscal year.

Note: The Vice Chair shall not come from the same constituency group as the Chair of DPAC. If the Superintendent/President selects a faculty person for Chair then the Vice Chair must come from a constituency group other than faculty.

Responsibilities of the DPAC Chair and Vice-Chair

- The Chair shall preside at meetings of DPAC
- The Vice-Chair shall preside at meetings of DPAC in the absence of the Chair
- The Chair and Vice-Chair shall review agendas and minutes of DPAC meetings prior to distribution
- The Chair and Vice-Chair shall assure that DPAC's recommendations are conveyed to the Superintendent/President

DPAC Coordinator

The DPAC Coordinator shall be responsible for the following:

- Prepare, post/distribute agendas for DPAC meetings in compliance with the Brown Act (*72 hours in advance of a regular meeting*)
- Prepare, post/distribute minutes of DPAC meetings
- Keep a full, accurate and indexed record of DPAC proceedings
- Maintain all DPAC records and files
- Prepare DPAC Annual Report

Privileges and Obligations of Council Members

- Each member is expected to represent their group in discussions and deliberations
- Each member of the Council will attend meetings
- Each constituency president will participate in agenda setting

Meetings

Meetings of the District Planning and Advisory Council are subject to the provisions of the Brown Act. The District Planning and Advisory Council meets on the second and fourth Wednesdays of the month.

Quorum/Substitutes

A quorum will consist of a simple majority of appointed DPAC members (7 of 12 members) or designee. DPAC members are expected to make every effort to attend all DPAC meetings, but if DPAC members are unable to attend a meeting and send a substitute to attend in their place, the Chair, Vice-Chair and Coordinator shall be notified of any substitutions prior to the meeting.

Two votes per each constituency group or one vote per sub-constituency group.

Academic Senate	1 vote
Faculty Association	1 vote
CSEA	2 votes
Management Association	1 vote
Administration	1 vote
Associated Students	2 votes

Note: There are 8 votes on DPAC

Orientation for DPAC Members

An annual orientation session will be held for members of DPAC.

DPAC Recommendations to the Superintendent/President

It is the charge of DPAC to make recommendations related to planning to the Superintendent/President. It is the responsibility of the Chair and Vice-Chair to convey DPAC's recommendations to the Superintendent/President. The Superintendent/President will respond to DPAC recommendations either in person, in writing or through a report from the Chair at a subsequent DPAC meeting. The Superintendent/President's responses will be reflected in the DPAC minutes.

Institutional Planning

The institutional planning process—both long-term and annual—is coordinated by DPAC. Every five years, DPAC facilitates the review of the College's Vision, Mission, and Goals statements, conducts an evaluation of all aspects of the institutional planning process, and identifies long-term strategic initiatives to inform the identification of annual action plans that support the strategic initiatives and objectives. DPAC shall forward the results of these processes to the Superintendent/President as a recommendation for adoption.

Annual Strategic Planning Report

Development of the Annual Strategic Planning Report is also the responsibility of DPAC and it includes the development of responses to the previous year's action plans including the status of completion for each plan.

Each academic year the Santa Monica College District Planning and Advisory Council (DPAC) identifies annual action plans to be included in the Annual Strategic Planning Report. In preparation for formulating annual action plans, DPAC reviews a number of major planning documents, including, but not limited to:

- Academic Senate Objectives
- Accreditation Reports
- Board of Trustees Goals and Priorities
- Capital Outlay Programs Update
- CCC Chancellor's Office Vision for Success
- Institutional Effectiveness Committee Observations
- Presentation/Reports/Actions at Board of Trustees Meetings Related to Board Goals and Priorities, Strategic Initiatives
- Program Review Planning Summary
- SMC Annual Report (Introduction)
- Strategic Planning and Facilitation Summary/Strategic Initiatives
- Information Technology, Areas of Focus

Annual Action Plans should:

- Align and support the Strategic Initiatives and Objectives
- Should map to Institutional Planning Documents
- Align with the Chancellor's Office Vision for Success

The Annual Strategic Planning Report identifies linkages among the various components of the overall institutional planning process, provides an estimated cost and funding source (with a descriptive budget narrative) for each action plan and describes methods to accomplish each action plan; and lists anticipated outcomes for each action plan. The resulting Strategic Planning Report shall be forwarded to the Superintendent/President as a recommendation for adoption.

The Annual Strategic Planning Report will inform the development of the annual calendar of DPAC meetings. DPAC will agree on the calendar, and the appropriate parties working on the action plans will be invited to attend meetings when those topics are relevant to their work. The presidents of each constituency will jointly coordinate agendas for DPAC meetings.

Planning Subcommittees:

1. Budget Planning
2. Facilities Planning
3. Human Resources Planning
4. Technology Planning

Meetings of the four DPAC Planning Subcommittees are subject to the provisions of the Brown Act. Each of the four Planning Subcommittees shall comprise four representatives of each constituency group or two representatives of each sub-constituency group.

- Faculty (2 Academic Senate/2 Faculty Association)
- Classified (4 CSEA)
- Managers (2 Administration /2 Management Association)
- Students (4 Associated Students)

DPAC shall determine the scope and function of the four Planning Subcommittees. DPAC provides direction to the four Planning Subcommittees.

Quorum

A quorum will consist of a simple majority of subcommittee members appointed by employee constituency groups (7 of 12 members), or designee.

Voting on Planning Subcommittee

Each member of the planning subcommittee has one vote (4 faculty, 4 classified, 4 managers, 4 students)

Planning Subcommittees Co-Chairs

One Co-Chair named by the Superintendent/President

The Superintendent/President may name any Santa Monica College employee or student as this co-chair.

One Co-Chair elected by the planning subcommittee

This co-chair shall be selected from within the subcommittee membership by September 30th of each year.

Note: Chairs shall not come from the same constituency group. If the Superintendent/President selects a faculty person for chair then the other chair must come from a constituency group other than faculty.

Additional Note: Co-Chairs (or designees) of the Planning Subcommittees will be required to attend DPAC meetings at which discussions of annual action plans relevant to the work of the subcommittee are agendaized.

Responsibilities of the Planning Subcommittees Co-Chairs

- Develop the schedule of meetings
 - All planning subcommittees shall meet at least once a month, excluding intersessions, at a fixed time. A written summary report of each subcommittee's work related to the annual actions plans shall be provided to DPAC at the end of the academic year.
- Work cooperatively to:
 - Develop meeting agendas
 - Post/distribute agendas in compliance with the Brown Act (*72 hours in advance of a regular meeting*)
 - Preside over meetings using standing rules agreed upon by the subcommittee
 - Prepare minutes of meetings
 - Post/distribute minutes

Resources to DPAC

1. Academic Senate Joint Committees (these committees are not subcommittees of DPAC)
 - a. Program Review
 - b. Curriculum
 - c. Student Affairs
 - d. Institutional Effectiveness
2. Other committees/College groups/staff who are already doing work related to the Strategic Initiatives and annual action plans will be invited to appropriate DPAC meetings as needed to participate in discussions relevant to their work.

Approved: 4/21/05

Revised: 5/25/05, 6/8/05; 6/22/05, 2/27/08, 9/10/08, 1/28/09, 8/12/09, 11/11/09, 11/13/13, 12/10/14, 10/28/15, 10/12/2016, 11/14/2018

Santa Monica Community College District
District Planning and Advisory Council
2018-2019

Members, 2018-2019

Teresita Rodriguez, Administration, Chair Designee
Mike Tuitasi, Administration

Eve Adler, Management Association President
Erica LeBlanc, Management Association Representative

Nate Donahue, Academic Senate President, Vice-Chair
Mitra Moassessi, Academic Senate Representative

Peter Morse, Faculty Association President
Tracey Ellis, Faculty Association Representative

Martha Romano, Interim CSEA President
(to be appointed), CSEA Representative

Isabel Rodriguez, Associated Students President
Itschak Maghen, Associated Students Representative

Revised 10/2018

Resource Liaisons

Co-Chairs, Budget Planning Subcommittee
Co-Chairs, Facilities Planning Subcommittee
Co-Chairs, Human Resources Planning Subcommittee
Co-Chairs, Technology Planning Subcommittee

Chair and Vice-Chair Academic Senate Joint Curriculum Committee
Chair and Vice-Chair, Academic Senate Joint Program Review Committee
Chair and Vice-Chair, Academic Senate Joint Student Affairs Committee
Chair and Vice-Chair Academic Senate Institutional Effectiveness Committee

Meetings, 2018-2019

The District Planning and Advisory Council meets on the second and fourth Wednesdays of the month, at 3 p.m. in Drescher Hall 300-E. Following is the schedule of meetings through June 2019.

July 11, 25, 2018
August 22
September 12, 26
October 10, 24
November 14, 28
December 12
January 9, 23, 2019
February 13, 27
March 13, 27
April 10, 24
May 8, 22
June 12, 26

Planning Subcommittees

(DPAC action 4/27/05 and 6/8/05)

Budget Planning Subcommittee

Facilities Planning Subcommittee

Human Resources Planning Subcommittee

Technology Planning Committee

Quorum

A quorum will consist of a simple majority of subcommittee members appointed by employee constituency groups (7 of 12 members), or designee.

Overarching Guiding Principles for DPAC Planning Subcommittees

- Each subcommittee should make recommendations as directed by DPAC on matters within its jurisdiction that are consistent with the District's Mission, Vision and Supporting Goals, Strategic Initiatives and the Annual Action Plans.
- Each planning subcommittee should factor recommendations from other planning areas.
- Members of the planning subcommittees should report back to their respective constituencies on a regular basis.

Responsibilities of the Planning Subcommittees Co-Chairs

- Develop the schedule of meetings
- All planning subcommittees shall meet at least once a month excluding intersessions during the fall and spring semester at a fixed time and location and report to the District Planning and Advisory Council as requested.
- Work cooperatively to:
 - Develop meeting agendas
 - Post/distribute agendas in compliance with the Brown Act (*72 hours in advance of a regular meeting*)
 - Preside over meetings using standing rules agreed upon by the subcommittee
 - Prepare minutes of meetings
 - Post/distribute minutes

(Approved 1/28/09, Revised 10/12/2016, November 2018)

District Planning and Advisory Council
Budget Planning Subcommittee

Members

Managers	Faculty	Classified	Students
Chris Bonvenuto, Co-Chair Mitch Heskell Laurie McQuay-Peninger Delores Raveling	Matt Hotsinpiller, Co-Chair Nate Donahue Tracey Ellis Peter Morse	Dagmar Gorman Mike Roberts Martha Romano Dee Upshaw	

Meetings: First and third Wednesdays at 2 p.m., Library 275

Duties of the Budget Planning Subcommittee:
<ul style="list-style-type: none"> • The subcommittee should make recommendations as directed by DPAC on matters within its jurisdiction that are consistent with the District’s Mission, Vision and Supporting Goals, , Strategic Initiatives and the Annual Action Plans. • Review, analyze and advise DPAC of the budgetary impact of any DPAC planning initiatives, including annual action plans. • Review, in a timely manner, tentative, quarterly and final budgets for consistency with annual institutional goals and objectives, strategic institutional plans, and the college vision, mission, goals, and master plans, and forward recommendations to the District Planning and Advisory Council. • Review the annual budget and make recommendations to DPAC for short- and long-term budget planning strategies. • Review institutional expenditure practices, policies, and categories—not specific budget items—for consistency and support of the District’s Mission, Vision and Supporting Goals, the Annual Action Plans, and federal and state laws. • As part of the budget planning process, regularly explore practices that can reduce college expenditures or enhance college revenue. • Participate in the planning process.

Approved: 4/27/05; Revised 6/22/05, 5/06, 8/06, 7/07, 10/07, 1/13/10, 9/14/11, 9/26/12, 10/13, 10/14, 10/15, 10/16; 11/18

District Planning and Advisory Council
Facilities Planning Subcommittee

Members

Managers	Faculty	Classified	Students
Erica LeBlanc, Co-Chair Reggie Ellis Mark Engfer Ferris Kawar	Elisa Meyer Judith Marasco Catherine Matheson Alicia Villapando	Lee Peterson, Co-Chair Dee Upshaw Ray Martin	Jabria Allen

Meetings: Select Second and fourth Thursday of each month (usually excluding July and August)
 2 – 3:30 p.m., Gym 223 “Skybox.”

Duties of the Facilities Planning Subcommittee
<ul style="list-style-type: none"> • The subcommittee should make recommendations as directed by DPAC on matters within its jurisdiction that are consistent with the District’s Mission, Vision and Supporting Goals, , Strategic Initiatives, the Annual Action Plans, and the Facilities Master Plan. • Participate in the process for the preparation of various District facilities related documents, such as the facilities section of the Annual Strategic Planning Report, the Facilities Master Plan and the Five-Year Construction Plan. • Factor into planning the impact of local funds available, state funding criteria, space allocation formulas, facility utilization standards, capacity/load ratios, enrollment forecasts, and the inventory of existing facilities. • Review the documents used in facilities planning.

2018-2019 Action Plans relevant to the work of the Facilities Planning Subcommittee

Action Plan 5	Complete the Facilities Master Plan (will continue into 2019-2020).
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Approved: 5/11/05; Revised 6/22/05, 8/06, 7/07, 10/1/0, 1/13/10, 9/14/11, 10/13, 10/14, 10/15, 10/16, 11/18

District Planning and Advisory Council
Human Resources Planning Subcommittee

Members

Managers	Faculty	Classified	Students
Tre'Shawn Hall-Baker Co-Chair Wendy DeMorst Carol Long Stacy Neal	Jason Beardsley, Co-Chair Iam Colmer Kymberlyn McBride Michael Strathearn	Leyla Arenas Lina Ladyzhenskaya Olga Vasquez	

Meetings: Second Tuesdays, 1:30-3 p.m. Library 275

Duties of the Human Resources Planning Subcommittee

- The subcommittee should make recommendations as directed by DPAC on matters within its jurisdiction that are consistent with the District's Mission, Vision and Supporting Goals, Strategic Initiatives and the Annual Action Plans.
- Assess data and practices as they relate to staffing needs, recruitment, hiring, and retention of employees in order to inform human resources planning.
- Monitor trends in equity and diversity in order to inform findings in human resources discussions.
- Review mandated training requirements and their delivery and effectiveness.
- Review Board Policies and Administrative Regulations pertaining to all faculty and classified staff.

2018-2019 Action Plan relevant to the work of the Human Resources Planning Subcommittee

Action Plan 10	Make steady progress toward the 75-25 benchmark for full-time instructional and non-instructional faculty.
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Approved: 5/25/05; Revised 6/22/05, 8/06, 7/07, 10/07, 1/13/10, 9/14/11, 9/26/12, 10/13, 10/14, 10/15, 10/16, 11/18

Technology Planning Subcommittee

Members

Managers	Faculty	Classified	Students
Dan Rojas, Co-Chair Marc Drescher Regina Ip Stephanie Schlatter	Chris Badger, Co-Chair Angie Misaghi Tom Peters Peter Morse	Rafi Karpinski Christine Miller Yosief Yihunie	

Meetings: Third Friday of each month, 10:30 a.m. -12:00 noon in IT Conference Room 20

Duties of the Technology Planning Subcommittee

- The subcommittee should make recommendations as directed by DPAC on matters within its jurisdiction that are consistent with the District’s Mission, Vision and Supporting Goals, , Strategic Initiatives, the Annual Action Plans, and the Technology Master Plan.
- Participate in the development of the annual Master Plan for Technology for submission to the District Planning and Advisory Council.
- Assess technology planning issues respective to Budget, Human Resources, Facilities, Student Services, and Instruction with a focus on technology integration and communication with other college planning areas.
- Recommend campus-wide technology solutions and provide ongoing support for the maintenance of the Master Plan for Technology.

2018-2019 Action Plan relevant to the work of the Technology Planning Subcommittee

Action Plan 7	Pursue the IEPI Grant to provide funding for an external consulting group to assess and provide SMC with a five-year comprehensive technology plan.
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Approved: 4/27/05; Revised 6/22/05, 8/06, 7/07, 1/13/10, 9/14/11, 10/13,10/14, 10/15, 10/16, 11/18

**2018-2019 ACTION PLANS TO SUPPORT THE
INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES**

Action Plan	Description	Responsible Area
Action Plan 1	Develop a comprehensive 3-5 year timeline for implementation of the Redesigning Student Experience efforts spanning the next 3-5 years.	Academic Affairs Redesigning the Student Experience Team Academic Senate SEAP (Student Equity and Achievement Program)
Action Plan 2	Finalize SMC “meta majors” and secure Academic Senate approval of them.	Academic Affairs Redesigning the Student Experience Team Academic Senate
Action Plan 3	Evaluate alternatives for delivery of student services to reach non-traditional students and redesign existing programs to include intentional components of the redesigned experience intended to eliminate the equity gap.	Academic Affairs Student Affairs Enrollment Development Redesigning the Student Experience Team Academic Senate SEAP (Student Equity and Achievement Program)
Action Plan 4	Develop 50 program maps that are built in reference to the skills and knowledge needed for success in employment and/or further education.	Academic Affairs Redesigning the Student Experience Team Academic Senate Counseling
Action Plan 5	Complete the Facilities Master Plan (will continue into 2019-2020).	Facilities Department Executive Vice-President
Action Plan 6	Conduct an assessment of custodial operations and implement recommendations.	Facilities Management Executive Vice-President
Action Plan 7	Pursue the IEPI Grant to provide funding for an external consulting group to assess and provide SMC with a five-year comprehensive technology plan.	Information Technology Technology Planning Subcommittee Academic Senate

Action Plan 8	Develop recommendations for restructuring DPAC for implementation during 2018-2019.	DPAC Superintendent/President
Action Plan 9	Develop strategies and mechanisms to maximize new funding formula metrics.	Academic Senate Enrollment Development Fiscal Information Technology SEAP (Student Equity and Achievement Program) Superintendent/President
Action Plan 10	Consider the 75-25 full-time hiring recommendations created by the 75-25 task force and approved by DPAC with the intent to make progress in increasing the percentage of full-time faculty and assess progress made toward the 75-25 benchmark.	Academic Senate Budget Committee Fiscal Services Superintendent/President



Santa Monica Community College District

2018-2019 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

<p>ACTION PLAN 1</p> <ul style="list-style-type: none"> Develop a comprehensive implementation plan for the Redesigning Student Experience efforts spanning the next 3-5 years. 	<p>Responsible Area(s): Academic Affairs</p> <p>Redesigning the Student Experience Team</p> <p>Academic Senate</p> <p>SEAP (Student Equity and Achievement Program)</p>		
<p>Map to 2017-2022 Strategic Initiatives</p> <ul style="list-style-type: none"> Close Gaps in educational outcomes Educational and career opportunities and pathways Long-term and integrated planning linked to resource allocation Human Resource plan which supports student success Improve facilities and technology infrastructure, integration and staffing Ensure long-term fiscal stability 			
<p>Map to Institutional Planning Documents</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> Board of Trustees Core Priorities (#10) Program Review Observations Institutional Effectiveness Observations Academic Senate Objective #1 Accreditation Recommendations <ol style="list-style-type: none"> Indicate Standard Number _____ Quality Focus Essay Institutional Learning Outcomes Supporting Goals <ol style="list-style-type: none"> Innovative and Responsive Academic Environment Supportive Learning Environment Stable Fiscal Environment Stable Physical Environment Supportive Collegial Environment </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> CCC Chancellor’s Office Vision for Success <ol style="list-style-type: none"> Focus on students’ end goals Design and decide with the student in mind Pair high expectations with high support Foster the use of data, inquiry and evidence Take ownership of goals and performance Enable action and thoughtful innovation Leader the work of partnering across systems Other (specify): Award for Innovation California Community Colleges Guided Pathways Grant </td> </tr> </table>		<ul style="list-style-type: none"> Board of Trustees Core Priorities (#10) Program Review Observations Institutional Effectiveness Observations Academic Senate Objective #1 Accreditation Recommendations <ol style="list-style-type: none"> Indicate Standard Number _____ Quality Focus Essay Institutional Learning Outcomes Supporting Goals <ol style="list-style-type: none"> Innovative and Responsive Academic Environment Supportive Learning Environment Stable Fiscal Environment Stable Physical Environment Supportive Collegial Environment 	<ul style="list-style-type: none"> CCC Chancellor’s Office Vision for Success <ol style="list-style-type: none"> Focus on students’ end goals Design and decide with the student in mind Pair high expectations with high support Foster the use of data, inquiry and evidence Take ownership of goals and performance Enable action and thoughtful innovation Leader the work of partnering across systems Other (specify): Award for Innovation California Community Colleges Guided Pathways Grant
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<p>Methods to Accomplish the Annual Action Plan and Anticipated Outcomes:</p> <ul style="list-style-type: none"> Gather recommendations and research from steering committee members, inquiry team leads, squad leads and Institutional Research to help identify milestones for implementation <ul style="list-style-type: none"> Outcome: Information and research gathered will be presented at summer retreat to help “draft” outline of comprehensive implementation timeline “Draft” outline of comprehensive implementation timeline Share draft with college community and solicit feedback <ul style="list-style-type: none"> Outcome: Develop a community understanding of the phases and milestones for the Redesign of the Student Experience efforts for the next 3-5 years College community feedback considered and incorporated to develop final outline <ul style="list-style-type: none"> Outcome: Final draft reflecting incorporated feedback from community Present final comprehensive outline at Spring Flex day <ul style="list-style-type: none"> Outcome: Final draft of outline presented to community 			
<p>Estimated Cost: \$5,000</p>	<p>Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential Award for Innovation California Community Colleges Guided Pathways Grant</p>		



Santa Monica Community College District

2018-2019 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

ACTION PLAN 2 Finalize SMC "meta-majors" and secure Academic Senate approval of them.		Responsible Area(s): Academic Affairs Redesigning the Student Experience Team Academic Senate
Map to 2017-2022 Strategic Initiatives		
<input checked="" type="checkbox"/> Close Gaps in educational outcomes <input checked="" type="checkbox"/> Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability		
Map to Institutional Planning Documents		
<input checked="" type="checkbox"/> Board of Trustees Core Priorities (#10) <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Observations <input checked="" type="checkbox"/> Academic Senate Objective #1 <input checked="" type="checkbox"/> Accreditation Recommendations 1. Indicate Standard Number _____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment	<input checked="" type="checkbox"/> CCC Chancellor's Office Vision for Success 1. Focus on students' end goals 2. Design and decide with the student in mind 3. Pair high expectations with high support 4. Foster the use of data, inquiry and evidence 5. Take ownership of goals and performance 6. Enable action and thoughtful innovation 7. Leader the work of partnering across systems <input checked="" type="checkbox"/> Other (specify): Award for Innovation California Community Colleges Guided Pathways Grant	
Methods to Accomplish the Annual Action Plan and Anticipated Outcomes: <ul style="list-style-type: none"> • Analyze results from "Sorting Day" and disseminate preliminary results <ul style="list-style-type: none"> ◦ Outcome: Draft document reflects meta majors and the programs "sorted" into each one • Hold follow up meetings with inquiry and work teams, student advisory squad and other support squads, department chairs, and interested parties to refine and finalize "meta-majors" <ul style="list-style-type: none"> ◦ Outcome: input from the college community considered (participatory governance) • Incorporate results from college community groups <ul style="list-style-type: none"> ◦ Outcome: "Final" document reflecting meta-majors incorporates feedback from the community • Submit recommendations to Academic Senate (March 2019) and DPAC (May 2019) 		
Outcome: Approval from Academic Senate and SMC's planning body secured		
Estimated Cost: None	Funding Source: <input type="checkbox"/> Existing <input type="checkbox"/> Potential	



Santa Monica Community College District

2018-2019 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

<p>ACTION PLAN 3</p> <p>Evaluate alternatives for the delivery of student services to reach non-traditional students and redesign existing programs to include intentional components of the redesigned experience intended to eliminate the equity gap.</p>		<p>Responsible Area(s): Academic Affairs Student Affairs Enrollment Development Redesigning the Student Experience Team Academic Senate SEAP (Student Equity and Achievement Program)</p>		
<p>Map to 2017-2022 Strategic Initiatives</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Close Gaps in educational outcomes <input checked="" type="checkbox"/> Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability 				
<p>Map to Institutional Planning Documents</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Trustees Core Priorities (#2, #7) <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Observations <input checked="" type="checkbox"/> Academic Senate Objective #1 <input checked="" type="checkbox"/> Accreditation Recommendations <ul style="list-style-type: none"> 1. Indicate Standard Number _____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals <ul style="list-style-type: none"> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> CCC Chancellor’s Office Vision for Success <ul style="list-style-type: none"> 1. Focus on students’ end goals 2. Design and decide with the student in mind 3. Pair high expectations with high support 4. Foster the use of data, inquiry and evidence 5. Take ownership of goals and performance 6. Enable action and thoughtful innovation 7. Leader the work of partnering across systems <input checked="" type="checkbox"/> Other (specify): Award for Innovation California Community Colleges Guided Pathways Grant </td> </tr> </table>			<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Trustees Core Priorities (#2, #7) <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Observations <input checked="" type="checkbox"/> Academic Senate Objective #1 <input checked="" type="checkbox"/> Accreditation Recommendations <ul style="list-style-type: none"> 1. Indicate Standard Number _____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals <ul style="list-style-type: none"> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> CCC Chancellor’s Office Vision for Success <ul style="list-style-type: none"> 1. Focus on students’ end goals 2. Design and decide with the student in mind 3. Pair high expectations with high support 4. Foster the use of data, inquiry and evidence 5. Take ownership of goals and performance 6. Enable action and thoughtful innovation 7. Leader the work of partnering across systems <input checked="" type="checkbox"/> Other (specify): Award for Innovation California Community Colleges Guided Pathways Grant
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Trustees Core Priorities (#2, #7) <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Observations <input checked="" type="checkbox"/> Academic Senate Objective #1 <input checked="" type="checkbox"/> Accreditation Recommendations <ul style="list-style-type: none"> 1. Indicate Standard Number _____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals <ul style="list-style-type: none"> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> CCC Chancellor’s Office Vision for Success <ul style="list-style-type: none"> 1. Focus on students’ end goals 2. Design and decide with the student in mind 3. Pair high expectations with high support 4. Foster the use of data, inquiry and evidence 5. Take ownership of goals and performance 6. Enable action and thoughtful innovation 7. Leader the work of partnering across systems <input checked="" type="checkbox"/> Other (specify): Award for Innovation California Community Colleges Guided Pathways Grant 			
<p>Methods to Accomplish the Annual Action Plan and Anticipated Outcomes:</p> <ul style="list-style-type: none"> • Conduct a summer pilot of Counseling 20 summer sections by increasing career exploration activities <ul style="list-style-type: none"> ○ Outcome: Increase persistence/retention rate from summer to fall enrollment and determine feasibility to bring to scale • Partner with new SMC Promise program to evaluate a “Summer Bridge” model that improves onboarding and preparation for program participants. • Explore ways to feasibly increase weekend access and (re)enrollment events <ul style="list-style-type: none"> ○ Outcome: Increase persistence/retention rate 				
<p>Estimated Cost: Unknown</p>	<p>Funding Source: <input type="checkbox"/> Existing <input type="checkbox"/> Potential AB 19 Funds, SEAP, Guided Pathways</p>			



Santa Monica Community College District

2018-2019 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

<p>ACTION PLAN 4</p> <p>Develop 50 program maps that are built in reference to the skills and knowledge needed for success in employment and/or further education.</p>		<p>Responsible Area(s): Academic Affairs Redesigning the Student Experience Team Academic Senate Counseling</p>
<p>Map to 2017-2022 Strategic Initiatives</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Close Gaps in educational outcomes <input checked="" type="checkbox"/> Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability 		
<p>Map to Institutional Planning Documents</p>		
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Trustees Core Priorities (#3, #10) <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Observations <input checked="" type="checkbox"/> Academic Senate Objective #1 <input checked="" type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Indicate Standard Number _____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals <ol style="list-style-type: none"> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> CCC Chancellor’s Office Vision for Success <ol style="list-style-type: none"> 1. Focus on students’ end goals 2. Design and decide with the student in mind 3. Pair high expectations with high support 4. Foster the use of data, inquiry and evidence 5. Take ownership of goals and performance 6. Enable action and thoughtful innovation 7. Leader the work of partnering across systems <input checked="" type="checkbox"/> Other (specify): Award for Innovation California Community Colleges Guided Pathways Grant 	
<p>Methods to Accomplish the Annual Action Plan and Anticipated Outcomes:</p> <ul style="list-style-type: none"> <ul style="list-style-type: none"> o Develop guidelines/template for course sequencing based on feedback from pilot programming map day and share with Department Chairs o Outcome: Guidelines/template to be used by departments to draft program maps • In conjunction with academic chairs, create draft program maps <ul style="list-style-type: none"> o Timeline: <ul style="list-style-type: none"> Phase 1: Pilot Programs (7 maps) Phase 2: Round 1 (20 maps) Phase 3: Round 2 (25 maps) o Outcome: “Draft” of program maps complete • Submit recommendations to curriculum committee for review <ul style="list-style-type: none"> o Timeline: <ul style="list-style-type: none"> Phase 1: Pilot Programs (7 maps) Phase 2: Round 1 (20 maps) Phase 3: Round 2 (25 maps) o Outcome: “Draft” of program maps secure curriculum committee concurrence • Incorporate curriculum committee feedback and develop a “final” draft of program maps <ul style="list-style-type: none"> o Outcome: “Final” program maps submitted to departments and curriculum committee 		
<p>Estimated Cost: None</p>		<p>Funding Source: <input type="checkbox"/> Existing <input type="checkbox"/> Potential</p>



Santa Monica Community College District

**2018-2019 ACTION PLANS TO SUPPORT THE
INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES**

ACTION PLAN 5		Responsible Area(s)
Complete the Facilities Master Plan.		Facilities Department Executive Vice-President
Map to 2017-2022 Strategic Initiatives		
<input type="checkbox"/> Close Gaps in educational outcomes <input type="checkbox"/> Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input checked="" type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability		
Map to Institutional Planning Documents		
<input checked="" type="checkbox"/> Board of Trustees Core Priorities (#30) <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Observations <input type="checkbox"/> Academic Senate Objectives (indicate number) _____ <input type="checkbox"/> Accreditation Recommendations 1. Indicate Standard Number _____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment	<input checked="" type="checkbox"/> CCC Chancellor's Office Vision for Success 1. Focus on students' end goals 2. Design and decide with the student in mind 3. Pair high expectations with high support 4. Foster the use of data, inquiry and evidence 5. Take ownership of goals and performance 6. Enable action and thoughtful innovation 7. Leader the work of partnering across systems <input type="checkbox"/> Other (specify)	
Methods to Accomplish the Annual Action Plan and Anticipated Outcomes: 1. Sep. – Dec. 2018 Engage campus community to complete Master Plan planning process 2. Jan. – Feb. 2019 Hold public meeting to inform and salute inputs from community 3. Mar. 2019 Board presentation on draft Master Plan 4. Feb. – Sep. 2019 Initiate EIR process with assistance from environmental attorney and consultants 5. Sep. – Oct. 2019 Public presentation on EIR document 6. Nov. 2019 Board presentation and finalize EIR and Master Plan document 7. Feb. 2020 Public hearing and Board adoption of the Master Plan		
Estimated Cost: \$450,000	Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential Measure V	



Santa Monica Community College District

2018-2019 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

<p>ACTION PLAN 6</p> <p>Conduct an assessment of custodial operations and implement recommendations.</p>	<p>Responsible Area(s) Facilities Management Executive Vice-President</p>
<p>Map to 2017-2022 Strategic Initiatives</p>	
<p><input type="checkbox"/> Close Gaps in educational outcomes <input type="checkbox"/> Educational and career opportunities and pathways <input type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input checked="" type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability</p>	
<p>Map to Institutional Planning Documents</p>	
<p><input checked="" type="checkbox"/> Board of Trustees Core Priorities (#27) <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Observations <input type="checkbox"/> Academic Senate Objectives (indicate number) _____ <input type="checkbox"/> Accreditation Recommendations 1. Indicate Standard Number _____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment</p>	<p><input checked="" type="checkbox"/> CCC Chancellor’s Office Vision for Success 1. Focus on students’ end goals 2. Design and decide with the student in mind 3. Pair high expectations with high support 4. Foster the use of data, inquiry and evidence 5. Take ownership of goals and performance 6. Enable action and thoughtful innovation 7. Leader the work of partnering across systems <input type="checkbox"/> Other (specify)</p>
<p>Methods to Accomplish the Annual Action Plan and Anticipated Outcomes:</p> <p>Assessment of Custodial Operations:</p> <p>July 10, 2018: Board of Trustees approved a contract to hire George Reyes with Creative Partnerships to assess custodial operations.</p> <p>July-August 2018: Creative Partnerships will perform onsite assessment.</p> <p>August-September 2018: Creative Partnerships will complete and provide written report.</p> <p>September-December 2018: Review written report and create action plan to implement recommendations</p> <p>January-June 2019: Implement the recommendations</p>	
<p>Estimated Cost: \$26,750</p>	<p>Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>



Santa Monica Community College District

2018-2019 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

ACTION PLAN 7 Pursue the IEPI Grant to provide funding for an external consulting group to assess and provide SMC with a five-year comprehensive technology plan.		Responsible Area(s) Information Technology Technology Planning Subcommittee Academic Senate
Map to 2017-2022 Strategic Initiatives		
<input type="checkbox"/> Close Gaps in educational outcomes <input type="checkbox"/> Educational and career opportunities and pathways <input checked="" type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input checked="" type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability		
Map to Institutional Planning Documents		
<input checked="" type="checkbox"/> Board of Trustees Core Priorities (#27, #28) <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Observations <input type="checkbox"/> Academic Senate Objectives (indicate number) _____ <input checked="" type="checkbox"/> Accreditation Recommendations 1. Indicate Standard Number __ III c ____ 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment	<input checked="" type="checkbox"/> CCC Chancellor's Office Vision for Success 1. Focus on students' end goals 2. Design and decide with the student in mind 3. Pair high expectations with high support 4. Foster the use of data, inquiry and evidence 5. Take ownership of goals and performance 6. Enable action and thoughtful innovation 7. Leader the work of partnering across systems <input type="checkbox"/> Other (specify)	
Methods to Accomplish the Annual Action Plan and Anticipated Outcomes: This objective is in progress. A comprehensive five year Master Plan for Technology will identify next generation ways of supporting and implementing innovative/ responsive academic environments and district-wide technology. 12/15/2017: Institutional Research announced availability of an IEPI Seed Grant to address the need for a Transformative Master Plan for Technology at December TPC meeting. This grant would provide funding up to \$200,000 for an external consulting group to assess and provide SMC with a five-year comprehensive technology plan. 1/19/2018: Hannah Lawler and Marc Drescher drafted Letter of Interest (LOI) and presented to TPC. 3/6/2018: Senior Staff reviewed LOI and unanimously supported. Dr. Jeffrey submitted LOI to IEPI. 4/22/2018: Dr. Jeffrey was provided with an outline of the IEPI Partnership Resource Team (PRT) process. 5/16/2018: Dr. Jeffery, Elaine Polachek and Marc Drescher met with the Project Director of IEPI to review the Partnership Resource Team process. An updated treatment of the LOI was submitted. Marc Drescher and Ramin Nematollahi were assigned as point persons to the PRT. 7/3/2018: Work with Academic Senate President to develop a detailed treatment of our Area of Focus (The need for a Master Plan for Technology.). October–December: The IEPI PRT will conduct three SMC site visits. During these meetings, an Innovation and Effectiveness Plan will be drafted. The Innovation and Effectiveness Plan will include an application and agreement for a Seed Grant. February-April 2019: Once Seed Grant funds are received, SMC will engage with a consulting service to develop a comprehensive five-year Master Plan for Technology.		
Estimated Cost: \$125,000	Funding Source: <input type="checkbox"/> Existing <input checked="" type="checkbox"/> Potential: IEPI Seed Grant	



Santa Monica Community College District

2018-2019 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

ACTION PLAN 8		Responsible Area(s)
Develop recommendations for restructuring DPAC for implementation during 2018-2019.		DPAC Superintendent/President
Map to 2017-2022 Strategic Initiatives		
<input type="checkbox"/> Close Gaps in educational outcomes <input type="checkbox"/> Educational and career opportunities and pathways <input checked="" type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input type="checkbox"/> Ensure long-term fiscal stability		
Map to Institutional Planning Documents		
<input type="checkbox"/> Board of Trustees Core Priorities (indicate number) _____ <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Observations <input checked="" type="checkbox"/> Academic Senate Objective #4 <input checked="" type="checkbox"/> Accreditation Recommendations 1. Team Recommendation No. 8 (*see below) 2. Quality Focus Essay <input type="checkbox"/> Institutional Learning Outcomes Supporting Goals 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment	<input type="checkbox"/> CCC Chancellor's Office Vision for Success 1. Focus on students' end goals 2. Design and decide with the student in mind 3. Pair high expectations with high support 4. Foster the use of data, inquiry and evidence 5. Take ownership of goals and performance 6. Enable action and thoughtful innovation 7. Leader the work of partnering across systems <input type="checkbox"/> Other (specify)	
Accreditation Recommendation #8:		
<p>In order to increase institutional effectiveness, the team recommends the College establish and implement assessment of the effectiveness of its governance structures and processes. The assessment should extend to communication protocols related to planning and governance, particularly its consistent communication across all employee groups regarding DPAC recommendations to the superintendent/president. (IV.A.2, IV.A.6, IV.A.7, IV.B.3)</p> <p>Methods to Accomplish the Objective and Anticipated Outcomes:</p> <ol style="list-style-type: none"> Continue discussions related to restructuring DPAC. Topics will include: <ul style="list-style-type: none"> Board Policy 2515 DPAC Members Meetings Institutional planning responsibilities Criteria for annual action plans (formerly institutional objectives) Guidelines for writing annual action plans Agenda setting Planning Subcommittees Resources to DPAC Develop recommendations to forward to the Superintendent/President for consideration Implement restructuring of DPAC Improve communication with the college community about DPAC 		
Estimated Cost:	Funding Source:	<input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential



Santa Monica Community College District

2018-2019 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

<p>ACTION PLAN 9</p> <p>Develop strategies and mechanisms to maximize new funding formula metrics.</p>	<p>Responsible Area(s)</p> <p>Academic Senate Enrollment Development Fiscal Information Technology SEAP (Student Equity and Achievement Program) Superintendent/President</p>
<p>Map to 2017-2022 Strategic Initiatives</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Close Gaps in educational outcomes <input type="checkbox"/> Educational and career opportunities and pathways <input checked="" type="checkbox"/> Long-term and integrated planning linked to resource allocation <input type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input checked="" type="checkbox"/> Ensure long-term fiscal stability 	
<p>Map to Institutional Planning Documents</p>	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Trustees Core Priorities (#16, #17) <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Observations <input checked="" type="checkbox"/> Academic Senate Objectives #3 <input checked="" type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Team Recommendation) 2. Quality Focus Essay <input type="checkbox"/> Institutional Learning Outcomes Supporting Goals <ol style="list-style-type: none"> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> CCC Chancellor's Office Vision for Success <ol style="list-style-type: none"> 1. Focus on students' end goals 2. Design and decide with the student in mind 3. Pair high expectations with high support 4. Foster the use of data, inquiry and evidence 5. Take ownership of goals and performance 6. Enable action and thoughtful innovation 7. Leader the work of partnering across systems <input type="checkbox"/> Other (specify)
<p>Methods to Accomplish the Annual Action Plan and Anticipated Outcomes</p> <p>A workgroup designed to address the new integrated Student Equity and Achievement Program (SEAP) mandates began meeting Fall 2018 to develop priorities and a framework for how to move forward with the new SEAP requirements and to integrate planning around these priorities. At the center of the planning is the recognition that SEAP funded initiatives must integrate the work of Guided Pathways, close achievement gaps, provide matriculation services, and maximize the funding formula. In addition, the Academic Senate has been asked to participate through the Curriculum Committee to review and explore expanding the number of ADTs offered by SMC so that we can maximize our opportunities to capture that enhanced funding.</p> <p>A report to the Board of Trustees on the Student Equity and Achievement Program has been calendared for January 2019 and the workgroup plans to have recommendations ready by December 2018.</p> <p>Additionally, as the new Data Elements and data collection mechanisms become known, those need to be programmed appropriately so that all pertinent data is captured and reported. Enrollment Development, Fiscal Services and IT are taking the lead on these.</p>	
<p>Estimated Cost:</p>	<p>Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>



Santa Monica Community College District

2018-2019 ACTION PLANS TO SUPPORT THE INSTITUTIONAL STRATEGIC INITIATIVES AND OBJECTIVES

<p>ACTION PLAN 10</p> <p>Consider the 75-25 full-time hiring recommendations created by the 75-25 task force and approved by DPAC with the intent to make progress in increasing the percentage of full-time faculty and assess progress made toward the 75-25 benchmark.</p>	<p>Responsible Area(s)</p> <p>Academic Senate</p> <p>Budget Committee</p> <p>Fiscal Services</p> <p>Human Resources</p> <p>Superintendent/President</p>		
<p>Map to 2017-2022 Strategic Initiatives</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Close Gaps in educational outcomes <input type="checkbox"/> Educational and career opportunities and pathways <input checked="" type="checkbox"/> Long-term and integrated planning linked to resource allocation <input checked="" type="checkbox"/> Human Resource plan which supports student success <input type="checkbox"/> Improve facilities and technology infrastructure, integration and staffing <input checked="" type="checkbox"/> Ensure long-term fiscal stability 			
<p>Map to Institutional Planning Documents</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Trustees Core Priorities –(#9) <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Observations <input checked="" type="checkbox"/> Academic Senate Objective #1 <input type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Team Recommendation 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals <ol style="list-style-type: none"> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> CCC Chancellor’s Office Vision for Success <ol style="list-style-type: none"> 1. Focus on students’ end goals 2. Design and decide with the student in mind 3. Pair high expectations with high support 4. Foster the use of data, inquiry and evidence 5. Take ownership of goals and performance 6. Enable action and thoughtful innovation 7. Leader the work of partnering across systems <input type="checkbox"/> Other (specify) </td> </tr> </table>		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Trustees Core Priorities –(#9) <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Observations <input checked="" type="checkbox"/> Academic Senate Objective #1 <input type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Team Recommendation 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals <ol style="list-style-type: none"> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> CCC Chancellor’s Office Vision for Success <ol style="list-style-type: none"> 1. Focus on students’ end goals 2. Design and decide with the student in mind 3. Pair high expectations with high support 4. Foster the use of data, inquiry and evidence 5. Take ownership of goals and performance 6. Enable action and thoughtful innovation 7. Leader the work of partnering across systems <input type="checkbox"/> Other (specify)
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board of Trustees Core Priorities –(#9) <input type="checkbox"/> Program Review Observations <input type="checkbox"/> Institutional Effectiveness Observations <input checked="" type="checkbox"/> Academic Senate Objective #1 <input type="checkbox"/> Accreditation Recommendations <ol style="list-style-type: none"> 1. Team Recommendation 2. Quality Focus Essay <input checked="" type="checkbox"/> Institutional Learning Outcomes Supporting Goals <ol style="list-style-type: none"> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> CCC Chancellor’s Office Vision for Success <ol style="list-style-type: none"> 1. Focus on students’ end goals 2. Design and decide with the student in mind 3. Pair high expectations with high support 4. Foster the use of data, inquiry and evidence 5. Take ownership of goals and performance 6. Enable action and thoughtful innovation 7. Leader the work of partnering across systems <input type="checkbox"/> Other (specify) 		
<p>Methods to Accomplish the Annual Action Plan and Anticipated Outcomes</p> <p>Include the recommended projected number of faculty hires in all multiyear college budgetary planning documents.</p> <p>Anticipated Outcomes: Increase the number and percentage of full-time instructional and non-instructional faculty.</p>			
<p>Estimated Cost:</p>	<p>Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		



Santa Monica Community College District
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RESPONSES TO 2017-2018 INSTITUTIONAL OBJECTIVES

OBJECTIVE 1		<i>Responsible Area(s)</i>
Analyze the current governance structure and charges, specifically DPAC.		Superintendent/President DPAC Chair/Vice-Chair
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Not completed <input type="checkbox"/> <i>Substantially completed</i> <input checked="" type="checkbox"/> <i>Ongoing, to be completed in 2018-2019</i> <input type="checkbox"/> <i>Other (include reason if checked)</i>	
RESPONSE		
<p>DPAC focused on the topic of governance structure at one meeting per month (11 meetings) during 2017-2018. A summary of these meetings is available at: http://www.smc.edu/ACG/DistrictPlanningPolicies/Documents/District_Planning_and_Advisory_Council/2018-2019/DPAC%20Governance%20Structure%20discussions.pdf</p> <p>Additionally, two meetings of an hoc committee comprising DPAC Chair Teresita Rodriguez, Vice-Chair Nate Donahue, Coordinator Lisa Rose and Management Association representative Erica LeBlanc were held to expand on some ideas resulting from DPAC discussions.</p> <p>Discussions will continue into 2018-2019, and recommendations for restructuring DPAC will be developed, forwarded to the Superintendent/President for consideration and implementation during 2018-2019.</p>		



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<p>OBJECTIVE 2</p> <p>(1) Increase the number and percentage of full-time instructional and non-instructional faculty,</p> <p>(2) while at the same time increasing the number of applicants from diverse backgrounds.</p>	<p><i>Responsible Area(s)</i></p> <p>Human Resources Academic Affairs Academic Senate</p>
<p>(1) <input type="checkbox"/> Completed</p>	<p><input checked="" type="checkbox"/> Not completed</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Substantially completed</i> <input checked="" type="checkbox"/> <i>Ongoing</i> <input checked="" type="checkbox"/> <i>Other (include reason if checked)</i> <p style="color: red;"><i>Projected budget for 2018-2019</i></p>
<p>In February of 2017, the Office of Academic Affairs, in partnership with the Academic Senate, produced the “75-25 Hiring Plan.” The plan recommends the district to move toward the 75-25 ratio of full to part-time faculty that is outlined in AB 1725 (Vasconcellos, 1988), by providing a benchmark number of instructional and non-instructional full time faculty to be hired each year, over a decade, in order to reach this goal.</p> <p>However, the 2017-18 academic year was unique in that the District offered a Supplemental Retirement Program in December 2017, which resulted in 27 full-time faculty retiring. Seven new faculty positions were approved even though the Superintendent/President anticipated financial capacity to hire no more than 3-4. She assessed the results of the Supplemental Retirement Program approved by the Board and implemented in December 2017 and made the informed decision to authorize the 7 new positions based on a review of the Faculty Prioritization List for 2018-2019 and the projected college budget for 2018-2019.</p> <p>The final total of new faculty hired was 12, which was a 71.4% increase over what was planned. The decision to hire additional faculty was due to a review of the Faculty Prioritization List for the 2019-20 hiring process and consultation with the Vice-President of Academic Affairs, Academic Senate President and Chief Director, Business Services.</p> <p>As a result, the number and percentage of full-time instructional and non-instructional faculty decreased.</p>	

(2) <input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Not completed <input type="checkbox"/> <i>Substantially completed</i> <input checked="" type="checkbox"/> <i>Ongoing</i> <input type="checkbox"/> <i>Other</i>
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RESPONSE

Efforts are underway to increase the number of applicants from diverse backgrounds.

A group of faculty and administrators attended a conference sponsored by the Center for Urban Education focused on equity in hiring in the Fall 2017. In two subsequent department chair meetings those who attended presented the information and strategies learned at the conference. Human Resources worked with department chairs engaged in full time faculty recruitment to revise job bulletins and job descriptions to reflect SMC’s commitment to equity.

As a result of this work, in October 2018 Human Resources in collaboration with the Academic Senate will host the First Annual Faculty Job Fair and Open House to increase the number of applicants to the District from diverse backgrounds and assist in the closure of equity gaps amongst students. Outreach for this event will be a collaborative effort and should encompass all members of the college community.

The District/Academic Senate Joint Personnel Policies committee reviewed the full-time faculty hiring regulation and process during Spring 2018, and discussed how we can eliminate barriers to our applicant pools. This work will continue in Fall 2018. The PPC will also review and discuss the administrative regulation for hiring part-time faculty.

An upgrade to the online applicant tracking system is also scheduled for summer/early fall 2018 – just in time for the faculty-hiring season. The upgrade is necessary to ensure that applicants have every opportunity to apply without unnecessary technological issues/problems.

Although the overarching goal is to increase the number of applicants form diverse backgrounds, the approach to doing so requires the district to assess the recruitment needs of departments on campus and to identify disciplines within the student services and instructional areas that lack diversity, specifically, people of color.

The 2017 Diversity Report confirms that diversity exists in SMC’s applicant pools. For example, of the 469 part-time applicants who self-identified for fall 2015 through fall 2017, 227 are from ethnically diverse backgrounds; 48 applicants chose not to disclose. Of the 759 applicants to the English Department who self-identified for fall 2015 through fall 2017, 268 are from ethnically diverse backgrounds; 109 chose not to disclose.

The current data above shows that there is always room for improvement to increase the overall number of applicants in addition to those with diverse backgrounds, especially in specific instructional departments.

Individual meetings with the department chairs will be scheduled during the fall 2018 semester to discuss recruitment strategies (other than conference attendance) to increase the number of diverse applicants for SMC faculty positions.



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OBJECTIVE 3	<i>Responsible Area(s)</i>
Develop a District Technology Master Plan.	Information Technology DPAC Technology Subcommittee
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Not completed <input type="checkbox"/> <i>Substantially completed</i> <input checked="" type="checkbox"/> <i>Ongoing, to be completed in 2018-2019</i> <input type="checkbox"/> <i>Other (include reason if checked)</i>
RESPONSE	
<p>This objective is in progress.</p> <p>12/15/2017 Institutional Research announced availability of an IEPI Seed Grant to address the need for a Transformative Master Plan for Technology at December TPC meeting. This grant would provide funding up to \$200,000 for an external consulting group to assess and provide SMC with a five-year comprehensive technology plan.</p> <p>1/19/2018 Hannah Lawler and Marc Drescher drafted Letter of Interest (LOI) and presented to TPC.</p> <p>3/6/2018 Senior Staff reviewed LOI and unanimously supported. Dr. Jeffrey submitted LOI to IEPI.</p> <p>4/22/2018 Dr. Jeffrey was provided with an outline of the IEPI Partnership Resource Team (PRT) process.</p> <p>5/16/2018 Dr. Jeffery, Elaine Polachek and Marc Drescher met with the Project Director of IEPI to review the Partnership Resource Team process. An updated treatment of the LOI was submitted. Marc Drescher and Ramin Nematollahi were assigned as point persons to the PRT.</p> <p>Next Steps</p> <p>7/3/2018 Work with Academic Senate President to develop a detailed treatment of our Area of Focus (The need for a Master Plan for Technology.).</p> <p>October–December The IEPI PRT will conduct three SMC site visits. During these meetings, an Innovation and Effectiveness Plan will be drafted. The Innovation and Effectiveness Plan will include an application and agreement for a Seed Grant.</p> <p>February-April 2019 Once Seed Grant funds are received, SMC will engage with a consulting service to develop a comprehensive five-year Master Plan for Technology.</p>	



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OBJECTIVE 4	<i>Responsible Area(s)</i>
Develop a human resources plan that identifies appropriate staffing guidelines and benchmarks.	Human Resources Academic Senate
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Not completed <input type="checkbox"/> <i>Substantially completed</i> <input checked="" type="checkbox"/> <i>Ongoing</i> <input checked="" type="checkbox"/> <i>Other (include reason if checked)</i> <i>Projected budget for 2018-2019</i>
RESPONSE	
<p>Human resources staff plans should include the number and types of positions or classifications of employees the College needs to ensure its success. The plan should take into consideration other factors such as budgetary constraints.</p> <p>Objective #4 has been addressed, but is still at the beginning stages of discussion and planning. Human Resources started the process to develop a timeline and gather information from all stakeholders on campus, especially Enrollment Development, Academic Affairs and Student Affairs, as these areas directly affect students. Developing a plan requires looking at current job descriptions (or creating them), current staffing levels in the departments, and identifying the deficiencies or gaps that exist. The process and development of the plan will continue in 2018-2019.</p> <p>Management in the areas of Information Technology, Fiscal Services, Institutional Research and Facilities, in collaboration with the Executive Vice-President, have been engaged in discussions to identify goals and develop tentative departmental staffing plans that encompass administrators, classified management and classified employees.</p> <p>HR has engaged in discussions with management from Workforce and Economic Development, and Community Education to determine appropriate staffing levels based on the responsibilities and projects in the area. All discussions have and will include support for major projects or other changes that will require adjusting staff. Discussions with Enrollment Development, specifically staffing within the Admissions Office, will be a priority beginning Fall 2018 since it is the first point of contact with students.</p> <p>A Consultant has been retained by the District to do a complete assessment of the custodial unit in 2018-2019. The Consultant will prepare a written report that summarizes findings, makes recommendations, and provides a specific plan for implementing changes, enhancements or modifications to current operations, including management and staffing.</p> <p>The Personnel Commission is currently conducting a cyclical review of classifications (staff and classified managers) to ensure that job classifications are up-to-date, and reflect the duties and needs of the departments. It is imperative that the Personnel Commission and Human Resources work collaboratively to ensure that job descriptions for classified staff support the needs of the District, thus monthly meetings are necessary beginning Fall 2018. In addition, Academic Administrative job descriptions are in the process of being reviewed to ensure that all are current and accurately reflect the responsibilities of the position.</p>	

In order for the district to achieve the 75/25 full to part-time faculty ratio outlined by AB 1725 within the next decade, it would hire benchmark levels of full-time faculty according to the recommended 75-25 plan (attached).

The Academic Senate Joint New Faculty Ranking Committee faculty makes recommendations on full-time faculty requests from departments to the Superintendent/President. Department requests/rationales and comprehensive data provided by Academic Affairs and Student Affairs are reviewed by the committee members. Data include the following:

- Department and College FTES Trends
- Changes in numbers of faculty by department from 2010 through 2017
- SMC to UC and CSU Transfers by CIP code
- The number of awards by departments over the last three years
- WTH for fall terms by discipline through fall 2016
- Labor Market Data for Career Education Position Requests
- Program Review Executive Summaries and the most recent annual report needs responses

The decision to recruit for faculty positions (although ranked by the committee) is at the discretion of the Superintendent/President.

Year	Total WTH	FT WTH	PT WTH	% FT WTH	Teaching assuming 0.0% Growth # Ret end of the year	# FT required to hire for following year to reach % FT WTH		0.530706	0.555706	0.580706	0.605706	0.630706	0.655706	0.680706	0.705706	0.730706	0.75
						0.530706	0.555706										
15-16	9872.3	4687.785	5184.515	0.474842235	21.8												
16-17	9543.7	4700.84	4842.86	0.49255949	10												
17-18	9405.338	4756.339	4648.999	0.505706334	28		43.7										
18-19	9405.338	4531.339	4873.999	0.481783749	10		56.4										
19 - 20	9405.338	5226.606	4178.732	0.555706334	10			25.7									
20 - 21	9405.338	5461.739	3943.599	0.580706334	10				25.7								
21-22	9405.338	5696.873	3708.465	0.605706334	10					25.7							
22-23	9405.338	5932.006	3473.332	0.630706334	10						25.7						
23-24	9405.338	6167.14	3238.198	0.655706334	10							25.7					
24-25	9405.338	6402.273	3003.065	0.680706334	10								25.7				
25-26	9405.338	6637.407	2767.931	0.705706334	10									25.7			
26-27	9405.338	6872.54	2532.798	0.730706334	10										25.7		
27-28	9405.338	7054.004	2351.335	0.75	10											22.1	

FT required to hire to reach % FT in 19-20

0.6 0.75

84.1	178.2
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year	Total WTH	FT WTH	PT WTH	% FT WTH	Counseling 0.0% Growth # Ret end of the year	# FT required to hire for following year to reach % FT WTH	0.574145	0.624145	0.649145	0.674145	0.699145	0.724145	0.749145
15-16	1409.25	630.35	778.9	0.44729466	3.2								
16-17	1490.2	639	851.2	0.428801503	1								
17-18	1647.28	781.05	866.23	0.474145258	5	7.7							
18-19	1647.28	706.05	941.23	0.428615657	1	11.5							
19 - 20	1647.28	863.414	783.866	0.524145258	1	3.7							
20 - 21	1647.28	904.596	742.684	0.549145258	1		3.7						
21-22	1647.28	945.778	701.502	0.574145258	1			3.7					
22-23	1647.28	986.96	660.32	0.599145258	1			3.7					
23-24	1647.28	1028.142	619.138	0.624145258	1				3.7				
24-25	1647.28	1069.324	577.956	0.649145258	1					3.7			
25-26	1647.28	1110.506	536.774	0.674145258	1						3.7		
26-27	1647.28	1151.688	495.592	0.699145258	1							3.7	
27-28	1647.28	1192.87	454.41	0.724145258	1								3.7
28-29	1647.28	1234.052	413.228	0.749145258	1								3.7

0.6	0.75
19.8	36.3

FT to be hired to reach to % FT in 19-20



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OBJECTIVE 5 Develop a multi-year District budget that is consistent with the Board of Trustees Core Priorities and Budget Objectives and Principles and aligns with the Colleges Strategic Initiatives and Objectives.	<i>Responsible Area(s)</i> Business Services
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Not completed <input type="checkbox"/> <i>Substantially completed</i> <input checked="" type="checkbox"/> <i>Ongoing</i> <input type="checkbox"/> <i>Other (include reason if checked)</i>
RESPONSE	
<p>The Business Services department has created a multi-year budget which is, as much as is feasible, consistent with this objective. (See attached)</p> <p><u>Board of Trustees Core Priorities and Budget Objectives</u></p> <p>The multi-year budget met two of the three Board Objectives and was guided by the Board Principles that were adopted on May 16, 2017. The multi-year budget meets the following Board Objectives:</p> <ul style="list-style-type: none"> • Develop a budget plan that brings available ongoing revenues and expenditures into balance effective with the adoption budget for 2019-2020 • Protect the College’s ongoing operations by maintaining a fund balance for the District of 7.5% or more going forward from 2016-2017. <p>The multi-year budget does not meet the following Board Objective:</p> <ul style="list-style-type: none"> • Protect the College’s ability to innovate and respond to changing circumstances by reducing salary and benefits toward a ratio that does not exceed 85% of unrestricted general fund expenditures. <p>While the District has attempted to meet this objective through the use of a Supplemental Retirement Plan and the strategic hiring of positions, there are multiple reasons that 85% was unreachable. Employee expenses are not the only factor contributing to the calculated percentage. Indeed, if the college is successful in reducing non-employee related costs, a decrease in salary and benefits expenditures may actually result in an increase in the percentage spent on employees. For budgetary purposes, examination of all expenses, while looking for ways to increase revenue, will leave the college in a more secure fiscal position.</p> <p><u>Aligns with the Colleges Strategic Initiatives and Objectives</u></p> <p>In reviewing the Colleges Strategic Goals and Objectives (CSGO), it is evident that they are not project specific making it unfeasible for Business Services to project a cost related to the majority of the CSGO for inclusion in the multi-year budget. For example, one of the CSGO’s is to “Close The Gaps In Educational Outcomes Among Student Groups”. This CSGO has ten sub-bullets that include</p>	

items such as “Increase Student Financial Literacy”. Unfortunately, this CSGO is so broad and the sub-bullet so general it is not feasible for Business Services to project an accurate cost related to meeting this CSGO for inclusion in the multi-year budget until a specific project is developed.

The multi-year budget does reflect any funding that has been approved for any initiatives, programs or actions related to the CSGO’s. For example the CSGO “Improve Facilities and Technology Infrastructure, Integration and Staffing” includes the sub-bullet “Analyze and Improve Existing Facilities”. To help meet this CSGO, the District has entered into a contract with an outside agency to review District custodial operations and produce a report to help identify improvements that can be made to District operations/staffing that would improve the condition of college facilities. Since this project has been approved, the funding related to it is represented in the multi-year budget. Moving forward as future specific initiatives, programs or actions related to the CSGO’s are approved, the funding related to those items will be reflected in future multi-year budgets ensuring alignment of those budgets with the Colleges Strategic Goals and Objectives.

	2017-2018	2018-2019	2019-2020	2020-2021
Beginning Fund Balance	21,371,774	23,950,122	26,511,281	27,934,656
Revenues				
Federal	107,933	114,209	114,209	114,209
State	101,811,915	105,008,464	109,045,836	113,023,708
State - PY Apportionment Adjustment	6,079,903	-	-	-
Local	75,832,357	77,647,234	79,202,313	81,328,923
Transfer In	173,595	117,567	117,567	117,567
Total Revenues	184,005,703	182,887,474	188,479,925	194,584,407
Expenditures				
Academic Salaries	80,976,988	78,974,055	79,860,548	80,757,749
Classified Salaries	35,969,631	33,800,628	33,669,604	34,093,727
Employee Benefits - non H&W	24,391,744	25,997,705	28,599,692	30,675,247
Employee Benefits - H & W and OPEB	19,486,914	21,086,738	23,007,078	25,043,106
Supplies	1,225,894	1,049,989	1,085,269	1,120,323
Contracts and Services	13,772,083	13,179,958	13,627,805	14,067,983
Insurance and Utilities	5,267,912	5,898,249	6,867,562	8,114,377
Capital Outlay	-	-	-	-
Other Outgo (Financial Aid)	336,189	338,993	338,993	338,993
Total Expenditures	181,427,355	180,326,315	187,056,550	194,211,504
Operating Surplus/(Deficit)	2,578,348	2,561,159	1,423,375	372,903
Ending Fund Balance (Guaranteed Funding in 2018-19 and Fund Balance Ratio to Total Expenditures and Transfers)	23,950,122 13.20%	26,511,281 14.70%	27,934,656 14.93%	28,307,559 14.58%

Assumptions:

	2017-2018	2018-2019	2019-2020	2020-2021
Credit FTEs Growth/(Decline)	-609 FTEs	0% Growth	0% Growth	0% Growth
COLA	1.56%	2.71%	2.57%	2.67%
Deficit Factor	0.00%	0.00%	0.00%	0.00%
Apportionment Funding	Stabilization	Equals 2017-18 plus COLA	Equals 2018-19 plus COLA	Equals 2019-20 plus COLA
Lottery Rate per FTEs	\$146.00	\$146.00	\$146.00	\$146.00
Non-Resident Tuition Fee Increase	Rate inc of 7.55%	Rate inc of 5.26%	4.27%	5.69%
Faculty Vacancy	Hire 25	Hire 8	-	-
Salary Increase - SMCFA	2.2% plus various	-	-	-
Salary Increase - CSEA and SMCPOA	2.2% eff 7/1/17	-	-	-
Salary Increase - Classified Confidential	2.2% eff 7/1/17	-	-	-
Salary Increase - Superintendent/President, Academic F	2.2% eff 7/1/17	-	-	-
Salary Increase - Classified Managers	2.2% eff 7/1/17	-	-	-
Health and Welfare	0.0%	6.0%	6.5%	5.4%
Health and Welfare - Retiree	0.0%	16.0%	16.2%	17.6%
STRS Employer Rate	14.430%	16.280%	18.130%	19.100%
PERS Employer Rate	15.531%	18.062%	20.800%	23.500%
Supplies and Contracts (based on CPI increase)				
Insurance (3-yr average)	Per Dept Request	0.00%	3.36%	3.23%
Utilities (3-yr average)	Per Dept Request	7.10%	7.77%	12.23%
Capital Outlay	18.34%	13.30%	18.68%	19.55%
Others:	0.00%	0.00%	0.00%	0.00%

Assumes COLA, Lottery, STRS rate, PERS rate, CPI based on School Services CA Community College Financial Projection Dashboard.
 Assumes all step/column and longevity increases.
 Change in part-time faculty based on changes in FTEs and hiring of full-time faculty.
 No OPEB trust contribution starting from 2016-17.
 Increases on health and welfare are based on 3-year average increase.
 Savings on retirement incentive beginning Jan 2018.



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OBJECTIVE 6	Responsible Area(s)
Develop clear pathways for completion for all instructional programs.	Pathways Task Force Academic Affairs Curriculum Committee Academic Senate MIS
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Not completed <input type="checkbox"/> <i>Substantially completed</i> <input checked="" type="checkbox"/> <i>Ongoing</i> <input type="checkbox"/> <i>Other (include reason if checked)</i>
RESPONSE	
<p>SMC launched the redesign of the student experience using a guided pathways framework in the 2017-18 academic year. When setting this annual objective the team anticipated that designing clear program maps would be the top priority. However, it became clear that multiple aspects of the redesign needed to be addressed concurrently. As a result, several “inquiry teams” were formed to address the following areas: First Year Experience, High Impact Practices, Student Services, Intentional Equity and Retention.</p> <p>In addition a Program Mapping workgroup was formed. This group met multiple times over the spring semester to develop guidelines, templates, and other tools for program mapping mini-teams in departments to utilize to create the program maps. On May 18, 2018 there was a campus-wide event to “sort” 143 academic programs and transfer paths into “meta majors.” Over 200 faculty, staff, and administrators attended and contributed to this important work. This is a major step forward for the redesign effort. First, it provides a tangible outcome of the work. Second, the meta majors can create a structure from which the redesign efforts may build. And, the meta majors are an aspect of the redesign that can be communicated to students and tested for efficacy.</p> <p>While this annual objective was not completed. it should be noted that much was accomplished in the redesign work using the guided pathways framework during the 2017-18 academic year.</p>	



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OBJECTIVE 7		<i>Responsible Area(s)</i>
Develop and implement an enrollment plan that addresses the District's enrollment goals and challenges.		Enrollment Development International Education Counseling
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Not completed <input type="checkbox"/> <i>Substantially completed</i> <input type="checkbox"/> <i>Ongoing</i> <input type="checkbox"/> <i>Other (include reason if checked)</i>	
RESPONSE		
<p>The Strategic Enrollment Management plan was completed and presented to DPAC on April 25, 2018. It was submitted to the Board for information and discussion on May 1, 2018.</p> <p>Strategic Enrollment Management (SEM) is a guide to help Santa Monica College achieve its enrollment goals. It is guided by the College mission, vision and goals, the Board of Trustees priorities, and the Strategic Plan. It is a dynamic, iterative plan that shifts constantly.</p> <p>2018 – 2020 Strategies:</p> <ul style="list-style-type: none"> • Implementing Guided Pathways • Frontloading career exploration to connect students with programs at the onset • Recording of Career Technical Departmental Certificates • Scaffolding certificates and degrees – integrate strategy into communication plan to promote; the next level certificate or degree upon completion of a lower unit one; • Expanding auto awarding to include currently enrolled students earning departmental certificates; • Enabling students to see their progress toward goal through Corsair Connect portal and prompting graduation petition process • Connecting students with employment opportunities upon graduation • Encouraging students who have left the College to submit post SMC transcripts and awarding students who have completed outstanding requirements elsewhere • Implementing a return to SMC strategy for students who stop out without a degree/certificate or to build upon previous achievements and return for higher credential • Promoting “skill building: as a goal for working professionals • Implementing Non-Credit Certificates 		

The written report includes the following:

- Introduction and Executive Summary
- High School Concurrent and Dual Enrollment
- Outreach and Recruitment
- On-Boarding
- Communication and Technology
- Retention
- Non-Credit Opportunities
- International Education
- Goal Attainment/Completion

The Enrollment Development team meets regularly and will work collectively across divisions to assure that the plan is a living document with regular updates.

The report is available at:

[http://www.smc.edu/ACG/Documents/Board%20of%20Trustees%20Meetings/Board_of_Trustees_Meetings/2018/Enrollment%20Report%20-%20May%202018%20\(Public%20version\).pdf](http://www.smc.edu/ACG/Documents/Board%20of%20Trustees%20Meetings/Board_of_Trustees_Meetings/2018/Enrollment%20Report%20-%20May%202018%20(Public%20version).pdf)



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2018-2019 UPDATE
RESPONSES TO 2017-2018 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 8</p> <p>Write and implement the Integrated Plan 2017-2019 which includes SSSP (credit and noncredit), Student Equity, Basic Skills Initiative, and the Adult Education Block Grant.</p>	<p><i>Responsible Area(s)</i></p> <p>Integrated Plan Committee</p>
<p><input checked="" type="checkbox"/> Completed</p>	<p><input type="checkbox"/> Not completed</p> <p style="margin-left: 20px;"><input type="checkbox"/> <i>Substantially completed</i></p> <p style="margin-left: 20px;"><input type="checkbox"/> <i>Ongoing</i></p> <p style="margin-left: 20px;"><input type="checkbox"/> <i>Other (include reason if checked)</i></p>
<p>RESPONSE</p>	
<p>In response to the call from the Chancellor’s Office to develop an Integrated Plan for the Student Success and Support Program (SSSP), Student Equity, and the Basic Skills Initiative for 2017-19, a broad group of faculty, staff, and administrators convened during the Fall 2017 semester. Concurrent with the development of this plan SMC launched the Guided Pathways redesign project which is also squarely focused on equity. The leadership of the Guided Pathways effort joined the Integrated Plan work group in order to integrate the ongoing redesign work with these efforts. During the course of developing the plan, the comprehensive work group developed equity vision and mission statements to guide and inform the plan as follows:</p> <p>Equity Vision statement, “SMC is a dynamic and culturally responsive educational community that upholds the values of equity, inclusion and social justice as a pathway to personal and academic excellence.”</p> <p>Equity Mission statement, “SMC is an educational institution dedicated to providing an equitable learning and working environment. We intend to make clear, through our lived values and praxis, our commitment to inclusive excellence, which is reflected in our student outcomes and employee satisfaction.”</p> <p>Santa Monica College is centering the achievement of equitable outcomes in the five integrated planning goals:</p> <ol style="list-style-type: none"> 1. Santa Monica College will embrace student equity as a core value for which all will take responsibility. 2. Decrease the time to completion for degree, certificate, employment outcomes, and transfer, particularly for groups experiencing equity gaps. 3. Increase the persistence, completion, and success in all courses, particularly the ESL and English and math sequences, for African-American and Latino/a/x students and other groups experiencing equity gaps. 4. Increase the overall number of degrees and certificates awarded and successful employment outcomes for African-American and Latino/a/x students and other groups experiencing equity gaps. 	

5. Increase the overall number of students who are transfer prepared and successfully transfer among African-American and Latino/a/x students and other groups experiencing equity gaps.

The college is committed to integrating student success, basic skills, and student equity initiatives by working as a collective group to develop an equity framework that will act as a rubric to measure cultural shifts and improved outcomes among underserved student populations. In addition to an equity framework, Santa Monica College will establish equity core teams that focus on implementing best practices to address unconscious bias and embed critical race theory in each phase of the SMC integrated plan. In combination with the effort to equitize SMC's institutional practices and policies, the basic skills, equity and student success committees will continue to implement high impact practices aimed at improving assessment, accelerating the transition from basic skills to transfer level course work, streamlining orientation, offering welcoming events and bridge programs to incoming students, expanding the use of innovative technologies to support student matriculation and transfer, increasing access to student support programs for underserved populations, expanding student and instructional support programs with a focus on increasing transfer among African American and Latin/o/a/x students, and continuing to build strong, career-focused courses and programs.

To achieve equity in educational outcomes for all students, SMC is pursuing this work at both the institutional and individual levels. At the institutional level the college community will examine policies, practices, and structures that create barriers for students. Engaging in Guided Pathways redesign, to become a “student-ready college” is one example of these efforts. At the individual level the goal is for each member of the SMC community to become “equity-minded,” embrace equity as a core value, and recognize the ways in which he/she can help to achieve equity in the work he/she does every day at the college. The goals related to course success, transfer, and degree/certificate completion cannot be achieved without each person engaging in equity-minded work daily. To achieve this SMC will provide professional development to all groups, develop “equity core teams” in departments and divisions, and host all-campus events focused on equity.

The synergy of equity focused professional development activities and innovative educational programming will enable SMC to create a culturally responsive educational community that upholds the values of equity, inclusion, and social justice as a pathway to personal and academic excellence.

The plan was presented to the Board of Trustees on January 16, 2018

The complete text of the Integrated Plan 2017-2019 can be accessed at the following link:
<http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Santa%20Monica%20College%20Integrated%20Plan%202017-2019.pdf>



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2018-2019 UPDATE
RESPONSES TO 2017-2018 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 9</p> <p>Collaborate with all gender, equity, and social justice workgroups to establish a centralized resource center and community space for students and staff who are in need of services pertaining to identity, discrimination, inclusion, gender and social justice issues, to open Fall 2018.</p>	<p><i>Responsible Area(s)</i></p> <p>Gender Equity Work Group Associated Students Academic Senate Student Services Business Services Facilities</p>
<p><input checked="" type="checkbox"/> Completed</p>	<p><input type="checkbox"/> Not completed</p> <p style="padding-left: 20px;"><input type="checkbox"/> <i>Substantially completed</i></p> <p style="padding-left: 20px;"><input type="checkbox"/> <i>Ongoing</i></p> <p style="padding-left: 20px;"><input type="checkbox"/> <i>Other (include reason if checked)</i></p>
<p>RESPONSE</p> <p>The Superintendent President called for nominations from all campus constituents to serve on a Gender Equity & Social Justice Taskforce.</p> <p>VISION OF THE TASK FORCE</p> <p>To create a Center that will promote student success and retention by establishing a space that supports the development of community, academic success, and which nurtures the personal growth, empowerment, advocacy, and self-efficacy of our students. The establishment of the Center reflects the equity-minded values which SMC promotes.</p> <p>MISSION OF THE TASK FORCE</p> <p>The President’s Task Force for Social Justice and Gender Equity is charged with making a recommendation to the Superintendent/President regarding the naming, function, purpose, and structure for a new Center that will serve our most systemically vulnerable and historically marginalized communities on SMC’s campus.</p> <p>GOALS OF THE TASK FORCE</p> <ul style="list-style-type: none"> • The Task Force will embrace student equity as a core value for which all will take responsibility • To develop a rationale and strategy to address gender and race bias and related social injustices • Identify a vision, mission, and goals for The Center • Identify Human Resources and Institutional Resources that will support The Center • Identify Services Provided • Identify Potential Internal Partners • Identify Community Partnerships • Identify Target Populations • Identify Funding Sources and Budget • Identify Advocacy (confidential) needs • Identify Professional Development needs for Faculty, Staff, Students and Administrators • Develop a plan with recommendations for the Superintendent/President regarding the establishment of a center. 	



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2018-2019 UPDATE
RESPONSES TO 2017-2018 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 10</p> <p>Institutionalize a systematic review of all current health and safety plans, policies and procedures and develop a process by which concerns and issues are addressed.</p>	<p><i>Responsible Area(s)</i></p> <p>Safety Committee Campus Police Risk Management Human Resources</p>
<p><input type="checkbox"/> Completed</p>	<p><input checked="" type="checkbox"/> Not completed</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Substantially completed</i> <input checked="" type="checkbox"/> <i>Ongoing</i> <input type="checkbox"/> <i>Other (include reason if checked)</i>
<p>RESPONSE</p>	
<p>General Emergency Preparedness and Safety</p> <p>The Santa Monica College Police Department in collaboration with the Emergency Preparedness Committee, Safety Committee and the Emergency Operations Team met regularly to review current safety issues on the Santa Monica College Campus. These meetings allowed the various committees to work on solutions by creating policies and procedures to address these concerns. From the recommendations, the joint Santa Monica College/Santa Monica Unified School District Hazard Mitigation plan was updated and approved; as well as the Emergency Procedures Booklet and the Faculty and Staff 911/Emergency Guide.</p> <p>Bi-Annual safety walks were conducted to review physical safety deficiencies on District property. Deficiencies are corrected through the District’s work order process. Additional safety and security problems were identified through the LiveSafe Safety App. This App gave the public the ability to report safety related problems via text to the appropriate officials on campus. This text driven reporting application identifies issues that can be addressed. Additionally, those safety issues not requiring physical repairs were forwarded to the Chairs of the committees to discuss and identify solutions.</p> <p>The various committees identified the need for additional training in the areas of emergency preparedness. These classes have been offered and are ongoing. They include:</p> <ul style="list-style-type: none"> • CPR/AED • Basic First Aid • Building Monitor Procedures Training • Basic Emergency Preparedness Training to include Active Shooter • <p>The basic tenets of the objectives have been addressed, while policies and procedures have been developed to address concerns and issues. Health and safety is a priority of the District and the committees will be working to address future problems as identified.</p>	

Hiring of a Risk Manager

Human Resources has reviewed the most recent job description for a Director of Risk Management and Hazardous Mitigation. Based on the specific job duties, the job description was limiting and therefore narrowed the prospects for eligible candidates. Human Resources has rewritten the job description in order to maximize the applicable job pool.

Communication of Safety and Emergency Issues

The Associated Students, and the District, have invested in the LiveSafe App. The LiveSafe App has the capabilities to funnel safety and emergency concerns/complaints to Campus Police, Maintenance, Emergency Preparedness, and the Associated Students. The App is available to all SMC students and employees. Next phase is to fully market the functionality of the App to the college community.

<https://www.livesafemobile.com/solutions/dashboard/>

**SANTA MONICA COLLEGE ACADEMIC SENATE
GOALS AND OBJECTIVES, 2018-2019**

1. Close the gap in student outcomes among student groups; Emphasize and practice equity as the driving force and central mission of our organization.
 - Align Senate committee work with the Redesign (Guided Pathways), DPAC, and SEAP (Student Equity Action Plan), in order to help integrate equity into all college planning goals.
 - Finalize and Publish the Equity and Diversity Committee’s “Equity Handbook” and highlight it on the entry Senate webpage.
 - Finalize and Publish the Model Syllabus- an accessible and equitable document to serve as a suggestion to faculty.
 - Assist in the expansion of non-credit course offerings to serve as an “on ramp to college” for returning and first time students.
 - Work with Supplemental Instruction and Tutoring to provide support for students who are navigating AB705 and Critical Gateway Courses in the Redesign.
 - Promote the use of OER, when possible, in order to provide increased access to course materials for our students.

2. Assist in the development of a full-time faculty hiring plan that achieves, over time, the goal of the 75-25 ratio.
 - Work with the Superintendent President, Senior Management, and HR to develop a longitudinal plan for the hiring of full-time faculty that follows the recommendations, as closely as possible, of the 75-25 plan.
 - Help achieve robust and diverse hiring pools by working with HR, the Department Chairs committee by following the recommendations of the Equity and Diversity Committees “diverse hiring recommendations” and CUE (The Center for Urban Education, USC).
 - Develop an equity/college services training module for new and existing faculty that promotes the college’s Strategic Goals 2017-2022 and the equity mission of our college.

3. Analyze the Student Centered Funding Formula (SCFF), and determine how it can best maximize mutual success for our students and college.
 - Work with the Redesign, DPAC and the SEAP committees to ascertain how curriculum, instruction, and scheduling innovations might maximize both student success and college funding.
 - Create and reorganize stackable certificates and degrees that keep our students moving toward their self-stated goals in a timely and effective manner.
 - Align the “Redesign of the Student Experience” with the SCFF in order to create clear pathways for student success, as well as financial well-being for the college.

4. Help guide the reorganization of the College Planning Process that is aligned with the Vision for Success, The Santa Monica College Goals and Objectives 2017-2022, and the Five Goals of the Integrated Plan.
 - Assist in reorganizing the DPAC charter to reflect the new function of DPAC, the development of “Action Plans” in order to achieve the goals of the Strategic Initiatives 2017-2022, the Vision for Success, and the Goals of the Integrated Plan.
 - Align Senate Committee work with DPAC “Action Plans”
 - Reorganize the Program Review questions and process in order to produce robust data and emphasize the stated needs of departments and units in college planning.

5. Create a campus wide culture of Collegiality, Informed Conversation and Action, and Joyful Camaraderie.
 - Host a Senate Social Event in both fall and spring.
 - Send cohorts of future campus leaders to ASCCC conferences, and integrated Santa Monica College faculty within statewide conversations regarding the CCC system.
 - Establish a “Senate Meditation” series in which faculty, staff, and administrators can gather together and participate in mindfulness.

Santa Monica College Self Evaluation 2016

Quality Focus Essay

The accreditation self-evaluation process at Santa Monica College has involved the campus community in reflecting on and identifying ways in which the College might continue to improve its institutional effectiveness and student learning and achievement. Since the last accreditation visit the College has engaged in significant new statewide initiatives, the advent of new grant programs and other student success-oriented projects, ongoing annual and strategic planning, and annual assessment and evaluation. In this context and through the self-evaluation process, Santa Monica College has identified two major Action Projects to fulfill the mission, increase the success of all students, and engender institutional effectiveness.

This Quality Focus Essay begins with a description of the process the campus community engaged in to select the two Action Projects. The relationship between the Action Projects and the related plans that emerged from the self-evaluation are described as well as the framework the College will use to engage in the Action Projects. Each Action Project is explained including the responsible parties, timeline, anticipated measurable and observable outcomes, and the potential impact of each on academic quality, institutional effectiveness, and continuous quality improvement.

Process for Action Project Selection

As part of the self-evaluation process, the Accreditation Steering committee engaged in a thorough review of the critical college documents that guide the College's planning processes. These included: The Master Plan for Education, overarching annual program review reports, the annual Institutional Effectiveness report, Academic Senate annual objectives, and the Board of Trustees priorities and goals. As a result of that review and the self-evaluation process, several major themes emerged for continuous quality improvement as well as potential growth and innovation for the College. These themes were shared via consistent updates and reports to the District Planning and Advisory Council, Board of Trustees, Senior Staff, and Academic Leaders. In addition, members of the Steering Committee held Flex Day workshops at each institutional day for the past 18 months as well as "brown bag" discussions for the campus community related to each of the standards. From these themes, two major action projects were identified that align with critical priorities for the College. These projects align with the standards and several of the improvement plans identified in the self-evaluation report (see Table 1 below). In both cases, the project is focused on the integration of various efforts at the College to improve student success and institutional effectiveness.

The first Action Project is the Integrated Student Equity and Success Plan. The objective of this project is to integrate the many activities that support student success and equity. By doing so, the College will leverage its financial and human resources in new ways to maximize the number of students served and student achievement outcomes. This action plan is a direct outgrowth of Santa Monica College's long held commitment to student equity. For many years, the College has used disaggregated data about its students and their achievements to increase the college community's awareness of the disparities in student achievement among various student subpopulations. More recently, both the state of California and the College have engaged in this work with an even greater commitment as a result of new statewide initiatives, grant opportunities, and a national focus on promoting participation and academic achievement for traditionally underrepresented and underserved groups. While Santa Monica College has many programs and activities aimed at achieving increased levels of student achievement while reviewing Standard IIC, the steering committee came to recognize that these services tend to work in parallel to one another, rather than synergistically, leveraging their resources, strengths and effective practices. Thus, students are faced with a "cafeteria model" college with myriad options for both academics and student services and little information or direction as to how to choose the appropriate major or support service (Bailey et al). By integrating these efforts, Santa Monica College intends to become a "pathways model" college, one that "uses an integrated, institution-wide approach to student success, based on intentionally designed, clear and coherent educational experiences, informed by evidence" (Bailey et al).

The second Action Project is the Transformative Technology Planning initiative. Technology continues to evolve and develop in ways that have the potential for increasing the College’s effectiveness. Many departments and programs seek technology solutions to streamline and improve their operations. Through this Action Project, the College will prioritize the effective use of technology in support of student success, institutional effectiveness, and continuous quality improvement. The College will identify technology needs and seek to develop criteria and methodologies for incorporating appropriate and effective solutions. This project was driven by the findings in the self-evaluation report in Standard IIIC as well as the work of the Technology Planning subcommittee of the District Planning and Advisory Council.

The findings from this self-evaluation reveal pockets of excellence throughout the College, and they also illustrate the potential that could be reached if there were better integration of these efforts. Table 1 lists plans for improvement emerging from the self-evaluation which directly relate to the Action Projects and the standards in which these plans can be found.

Table 1. Related plans for improvement emerging from the self-evaluation

Action Project	Related Plans for improvement emerging from self-evaluation	Standards
Integrated Student Equity and Success Plan	To reduce equity gaps in student achievement as identified in Student Equity Plan, Program Review, and Institutional Effectiveness reports	IIA3 IIA8
	Reduce time to completion of academic goals	IIA5
	Ongoing implementation and assessment of Student Equity Plan	IIA7
	Use contextualized instruction and other evidence-based methods from the Basic Skills Innovation and Transformation project to improve success	IIA11
	Hire a diverse faculty and staff that reflects the SMC student population	IIIA10
	Prioritize the Student Equity and Success plan in the new strategic planning cycle to be initiated in Fall 2016	IVA1
	Research, implement, and evaluate a single tutoring tracking and assessment system college-wide	IIB3
Transformative Technology Plan	Engage in assessment of online Counseling services and integrate with the new Canvas course management system	IIC3
	Integrate MyEdPlan system with the new version of ASSIST when it is available	IIC6
	Explore ways in which the College can expand “virtualization” to increase student access anytime to services and functions	IIIC1
	Review the ways in which existing technologies may or may not be integrated with the Canvas course management system to maximize efficiencies	IIIC4
	Review the staffing needs for Information Technology and develop a plan to meet the needs	IIIA10
	Prioritize the integration of existing technology to maximize impact and leverage resources as part of the new strategic planning cycle to be initiated in Fall 2016	IVA1

Organizational Learning

Santa Monica College will take an organizational learning approach to the selected Action Projects. This is a deliberate and thoughtful approach which involves creating and utilizing new knowledge to improve practice and institutional effectiveness over time. Not only will this lead to the successful completion of these projects, but it will also embed organizational learning as an effective approach to problem solving at the College long term. Hewlett-Packard's (HP) former chairman, Lew Platt, has been quoted as saying "if only we knew what we know at HP" (Brown & Duguid, 2000, p. 123). While many programs enjoy great success in facilitating student achievement or implementing technology solutions, the information is not widely shared to benefit the institution more broadly on a consistent basis. These Action Projects will enable the College to share and implement the best practices of each program, service, and department on a larger scale and in an integrated manner—making explicit the sum of what the faculty, administrators and staff *know* to benefit all.

Higher education institutions are notoriously slow to change, typically making incremental adaptations to response to changes in the environment (Cameron, 1984). As an alternative to this type of change, intentional and purposeful learning activities focused upon improving a particular organizational problem, referred to as "episodic learning" is more impactful. For these Action Projects, the College will employ episodic learning techniques to ensure that the plans are efficiently and effectively implemented and that stated goals are realized in a shorter span of time. In the case of the two Action Projects, teams of college personnel will identify problems and actively engage in facilitated activities designed to improve performance in a specifically identified area. The expectation is that positive changes, with measurable outcomes, will take place as a result of each "learning episode" and lead to fundamental change with long lasting impact.

Further, the College will employ two examples of effective, group-based organizational strategies: the "community of practice" (Wenger and Snyder, 2000) and the concept of "networked improvement communities" (Bryk et al., 2015). *Communities of practice* are typically small groups within larger organizations that congregate due to "expertise and passion" (Wenger and Snyder, 2000, p. 139) in a particular area, such as issues related to retention and transfer of students, and meet on a regular basis over an extended period of time. Those who engage in communities of practice "share their experiences and knowledge in free-flowing, creative ways that foster new approaches to problems" (p. 140). *Networked improvement communities* (NICs) unite "the conceptual and analytic discipline of improvement science with the power of networked communities to innovate and learn together" (Bryk et al., p.7). Both of these approaches will be studied and considered as mechanisms for the implementation of the Action Projects to bring about effective, targeted, and significant organizational learning which will make dramatic contributions to student achievement, institutional effectiveness, and continuous quality improvement at Santa Monica College.

Integrated Student Equity and Success Plan

Since the last accreditation self-evaluation the College has participated in or implemented numerous statewide mandates and initiatives such as the Basic Skills Initiative, SSSP, Student Equity, Senate Bill 1440 and 440, and the Strong Workforce Task Force recommendations. The College has also utilized federal, state, and private funding to launch several new programs and services, including the Center for Teaching Excellence, the Science and Research Initiative/STEM Scholars Program, Guardian Scholars, a collaborative pathways grant in Career Technical Education, the GRIT strategic initiative, embedded tutoring, MyEdPlan, an auto-award program for earned degrees and certificates, and many more. While each of the student success-oriented programs and initiatives make important contributions to student success and institutional effectiveness, to some extent they operate in silos—in parallel to one another rather than in an integrated fashion. As more and more such efforts have been initiated over the past several years (and in anticipation of more in the future), it became clear that the College would have a more profound impact on student success if these efforts were better coordinated.

As a result of the annual planning cycle and the accreditation self-evaluation process, the Vice Presidents of Academic Affairs, Enrollment Development, and Student Affairs convened a group of faculty, staff and administrators from across the institution to explore the notion of creating an *integrated* student equity and success plan that would leverage the best practices and achievements of the many student success efforts and programs across campus as well as the human and fiscal resources dedicated to them. The anticipated outcome of this effort is twofold. First, the College seeks to impact as many students as possible to improve student achievement. Second, the College is committed to engaging in a redesign of academic programs and student support services in order to create clear, guided pathways for students. To launch the campus conversation, the group read Redesigning America’s Community Colleges: A Clearer Path to Student Success by Bailey, Jagers, and Jenkins (2015). The authors write, “The guided pathways approach to redesign starts with the students’ end goals in mind, and then rethinks and redesigns programs and support services to enable students to achieve those goals.”

Using Redesigning America’s Community Colleges (Bailey et al, 2015) as a starting point, college members will evaluate current college practices, initiatives, and academic pathways under four broad categories: intake and student supports, developmental education, program structure, and instruction and instructional support. Bailey et al assert that these “four components... are consistently characterized by a lack of interaction and alignment toward students’ end goals” (p. 15). An initial listing of campus efforts by category is included in Table 2 below. In contrast, high performing organizations, “implement their ‘core functions’ in a coordinated, complementary fashion that is aligned with organizational goals” (p. 15). To initiate this work, the members of a newly formed “community of practice” at Santa Monica College will work together to create a cross-walk table of the many student success efforts which will include the goals, objectives, and indicators that serve as evidence of success, as well as recent data reflecting outcomes. The Student Learning Outcomes of each student support service will be analyzed to categorize both what is held in common as well as what is unique. Also included in the cross walk will be the ways in which each of these supports the mission, vision, goals, institutional learning outcomes, and Master Plan for Education at the College. Through this exercise the commonalities and potential for integration across programs will be identified and prioritized.

Table 2. Current Student Success Efforts by Category

Intake and Student Supports	Developmental Education	Program Structure	Instruction and Instructional Support
Student Equity Plan projects	Student Equity Plan projects	Student Equity plan projects	Student Equity Plan projects
SSSP	Basic Skills Initiative	Center for Teaching Excellence	Analysis and review of the Learning Resource Centers
Outreach	Basic Skills Innovation and Transformation grant	STEM/SRI	Center for Teaching Excellence
Counseling	Center for Teaching Excellence	Career Pathways Advisory Committee	Supplemental Instruction and embedded tutoring
Special programs for target populations, e.g. Veteran’s Resource Center, Guardian Scholars, Adelante	Supplemental Instruction and embedded tutoring	Career Pathways Trust, “LAHITECH” collaborative grant	STEM/SRI
Financial Aid	STEM/SRI	Adult Education Block Grant	Open Educational Resource initiative
Psychological and Health services; related grants	“Multiple measures” assessment; Common Assessment	Associate Degrees for Transfer and Course-ID (SB 1440)	
“Back to Success” follow up workshops		Curriculum-related grants	
“Success Navigator” partnership with ETS			

The implementation of this Action Project has been conceptualized as follows.

Responsible parties: Academic Affairs, Student Affairs, Enrollment Development, Faculty Leadership, Student Equity Committee members, Student Success Committee members, Student Instructional Support committee members, Curriculum Committee members, Basic Skills Initiative members, grant leaders, Career Pathways Advisory Committee members, College Resource development team

Phase I—Identification (2016-17)

- Form a community of practice made up of experts from across the College. Form subcommittees around categories of inquiry. Establish regular meeting schedule(s).
- Engage in professional development related to curricular pathway development. Capitalize on the work of the LA HITECH grant, Career Technical Education committee, and Career Pathways Advisory Committee related to pathway development in Information, Communication, Technology, and Entrepreneurship (ICTE) disciplines.
- Present pathway development to the instructional Department Chairs, Curriculum Committee. Ask representatives to communicate with their respective departments.
- Create cross-walk table of the goals, objectives, indicators, and outcomes data for programs and projects across campus to identify commonalities and opportunities for collaboration and innovation.
- Review Student Learning Outcomes and related assessment data for all programs.
- Identify and evaluate the financial resources for each related program/area/department.
- Research best practices in the field which support integration and redesign focused on clear pathways for students.
- Present findings to the District Planning and Advisory Council, Institutional Effectiveness Committee, and other campus groups each semester.
- Seek opportunities to incorporate the Action Project with the strategic planning process Fall 2016.

Phase II—Planning (2017-18)

- Begin planning for redesign based on Phase I results.
- Develop timeline, benchmarks, responsible parties and anticipated outcomes as dictated by the plan for redesign.
- Identify existing fiscal resources as well as opportunities for resource development in support of the plan for redesign.
- Develop an annual assessment plan for the Action Project.
- Identify Key Performance Indicators reflecting observable and measurable outcomes to be incorporated in the annual Institutional Effectiveness report, Student Success Scorecard, and Student Equity Plan related to the integrated student equity and success plan.
- Develop and implement communication and training strategies for the college community for the effective adoption of redesign plan.
- Propose an annual objective for the Master Plan for Education update related to the implementation of the redesign plan.

Phase III—Implementation (2018-19, ongoing)

- Implement redesign plan.
- Continue communication and training strategies for the college community to ensure effective adoption and implementation of the plan.
- Evaluate solutions semi-annually through Key Performance Indicators, relevant data, as well as outcomes data.
- Report regularly to the District Planning and Advisory Council and relevant college committees.

Phase IV—Monitor Performance (ongoing)

Phase V—Evaluate and Refine (ongoing)

Transformative Technology Planning

The purpose of this Action Project is in alignment with the findings of the self-evaluation as well as the Technology Planning Committee's vision statement, adopted by the District Planning and Advisory Council in April 2015 to prioritize the effective use of technology in support of student success, institutional effectiveness, and continuous quality improvement. The vision statement reads as follows:

The technological transformation underway compels SMC to cultivate a college culture that empowers its faculty and staff and prepares its students to master the skills, knowledge and abilities required to excel in the digital world. The effective use of technology is a priority in every function that the college performs and is an essential aspect of all current and future improvements to the college.

Santa Monica College cultivates a college culture that is responsive to this rapid transformation. SMC should be a leader and innovator for technology at the community college level. The college is committed to being a forward thinking leader, to inform planning how technology will improve the institution, and to make institutional decisions based on these technology needs

The Technology Planning Committee operationalized this vision statement in Spring 2016 with recommendations to the District Planning and Advisory Council which included the following:

- Promote a wider campus awareness of the transformational potential of technology.
- Promote greater mobile availability.
- Promote greater access to "Single Sign On" services for faculty, staff and students.
- Promote digitization, organization, distribution and archiving of learning on campus.
- Promote improved college-wide technology infrastructure.
- Promote Accessible Digital Educational Resources.

Using this vision statement and recommendations as a guide, a Networked Improvement Community (NIC) will be established to identify technology needs and solutions as well as opportunities for growth and innovation. Special attention will be paid to the alignment of systems such that the impact may be maximized. The areas identified will be prioritized and plans to address the needs will be developed. Current technology solutions in place will be evaluated and assessed. Key performance indicators related to technology adoption and implementation at the College will be considered for the annual Institutional Effectiveness report. The new solutions will be implemented and subsequently evaluated on a regular basis to assess effectiveness and impact.

At every step the opportunities for integration of technology solutions will be examined. An exemplar of the type of alignment and effectiveness that might result from this Action Project is MyEdPlan. MyEdPlan was created in direct response to the requirement that all students have an educational plan in place as part of the SSSP statewide initiative. Those on campus charged with responding to the Student Success act requirements identified the need for a technological solution to this problem in order to provide high quality, accurate, real-time information to students that would facilitate achievement of their academic goals. The tool was developed in-house with a group made up of individuals from each of the functional areas involved in the solution—Management Information Services, Enrollment Development, and Counseling. MyEdPlan is integrated with the student information system such that it is connected to degree audit and reflects all of the current degree, certificate, general education requirements, and prerequisite information date stamped for each catalog year. Future plans include connecting the system to ASSIST (the official repository of articulation for California's Public colleges and universities) so that all transfer information reflects accurate, real time data as well.

The counter example is the adoption of CurricUNET. CurricUNET is an online curriculum system adopted widely across the California Community Colleges. The College adopted it based upon a 2010 accreditation recommendation. This platform operates in parallel to the student information system (ISIS) rather than in concert with it such that there are redundancies. Student Learning Outcomes must be updated both in ISIS and in CurricUNET as do the course description, prerequisites, and other critical course information. While this situation does not create real barriers to curriculum development and revision, it does create redundancies for which there should be a technological solution that would streamline these processes and ensure accuracy.

Technological solutions exist for many of the areas in which the College seeks to improve in terms of both effectiveness and efficiency. However, jumping to quick solutions without systematic and intentional review can lead to unintended consequences and lack of integration and alignment between systems. A metaphor might be the comparison of a hastily formed pile of bricks versus a constructed wall. Both create a barrier, but one is more effective than the other in that the bricks are laid together in an integrated and systematic fashion such that they work together to solve a problem. A pile of bricks contains the same elements for the solution but is much less effective.

Anticipated outcomes for this Action Project include:

- Evaluate high-speed connectivity across all district campuses.
- Develop guidelines for “bring your own device” and best practices recommendations to address related security issues, support, and recommended devices.
- Provide services that accommodate the increasing use of mobile devices by students, faculty, and staff
- Create a list of easily integrated services and a plan for their integration such as additional faculty tasks as links in mProfessor (faculty) and Corsair Connect (students) for ease and efficiency of use.
- Retrofit one or more classrooms for filming, recording and lecture capture.
- Develop a searchable archive of digital content and editing for ease of use by faculty, students and the larger community.
- Identify outdated systems and create a plan to include costs and timelines for improvements.
- Improve resources for universal design for instruction to improve accessibility for all students.

The implementation of this Action Project has been conceptualized as follows.

Phase I—Identification (2016-17)

Responsible Parties: Users; Information Technology leadership in consultation with Technology Planning sub-committee, Purchasing

- Begin to identify areas in which the department, project, or program is seeking a technological solution to improve effectiveness, efficiency, and service to students. Review Information Technology and Technology Planning subcommittee objectives and goals.
- Catalog existing technology solutions already implemented on campus, including “off the shelf” software packages and internally developed solutions.
- Present findings to relevant campus groups including the Technology Planning sub-committee of the District Planning and Advisory Council.

Phase II—Evaluation and Assessment (2017-18)

Responsible Parties: Information Technology leadership, Institutional Research, users and user groups on campus

- Continue to identify areas in which the department, project, or program is seeking a technological solution to improve effectiveness, efficiency, and service to students.
- Evaluate and assess current solutions.
- Evaluate whether current solutions could be leveraged to address needs.
- Develop plans to address identified needs.

- Determine resource allocations as well as opportunities for resource development to meet identified needs.
- Develop an annual assessment plan for the Action Project.
- Consider Key Performance Indicators related to technology for the annual Institutional Effectiveness Report in alignment with the Action Plan.

Phase III—Implementation (2018 and ongoing)

Responsible Parties: Information Technology leadership; Institutional Research

- Implement solutions.
- Evaluate solutions semi-annually through Key Performance Indicators, relevant data, as well as user feedback.

Phase IV—Monitor Performance (ongoing)

Phase V—Evaluate and Refine (ongoing)

As stated above, each of the Action Projects will be presented to the strategic planning subcommittee of the District Planning and Advisory committee for consideration as part of the next five-year strategic plan. In addition, each project team will be required to identify Key Performance Indicators for the annual Institutional Effectiveness report in order to ensure ongoing evaluation of the projects. Each Action Project will also develop an assessment plan and produce reports for the District Planning and Advisory Council annually.

The Santa Monica College community is ready to engage in and prioritize the Integrated Student Equity and Success plan and the Transformative Technology Planning initiative. These action projects address the findings and plans of the self-evaluation report, enhance the institution's ability to fulfill the mission, and will have a significant and positive impact on academic quality and institutional effectiveness.

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Santa Monica College

Follow Up Report

Submitted by:

Santa Monica College
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Submitted to:

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

Date Submitted:

March 28 2018

Report Preparation

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

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

Primary Parties Involved	Activities	Outcomes
Recommendation 1: Mission Revision		
Strategic Planning Task Force Vice President, Academic Affairs Dean, Academic Affairs	Working meetings and workshops to revise the language of the Mission Statement	Revised mission statement includes description of the population served by the College.
District Planning and Advisory Council	Meeting	Approval of the revised mission statement
Board of Trustees	Meeting	Final approval of the revised mission statement
Recommendation 4: Board of Trustees Policies (regular reviewing/updating)		
Community College League of California, consultant Superintendent/President Board of Trustees Board Recording Secretary	Presentation	Understanding of the process for updating the Board Policies.
Board Recording Secretary Vice Presidents	Meetings	Schedules for updating the Board Policies
Board Recording Secretary Accreditation Liaison Accreditation Co-Chairs	Meetings	Documenting process (evidence) and Follow-Up Report preparation
Recommendation 5: Delegation of Authority by the Board of Trustees		
Board of Trustees Superintendent/President Consultant	Workshops	Examination of roles, responsibilities, relationship and communication
Board of Trustees	Discussions	Self-Assessment

Primary Parties Involved	Activities	Outcomes
Commission Recommendation 1: Baccalaureate Degree Program		
IxD Program Faculty Lead IxD Counselor Dean, Instructional Programs Dean, Institutional Research Graphic Design Department Chair	Meetings	Discussions about the Accreditation standards that need to be addressed.
Curriculum Committee Board of Trustees	Meetings	New/Revised curriculum discussions and approval
Design Technology Department	Department Meetings	Program Review preparation including discussions about SLO results and how to use them to improvements for the program.

The response to each recommendation was developed by members of the original Accreditation Steering committee. Drafts were distributed to constituency group leadership and to the members of the Board of Trustees for review. The full report was presented for certification at the March 20, 2018 Board study session (Evidence [RP-2](#)).

Evidence

- RP-1: Accrediting Commission Letter, February 3, 2017
- RP-2: Board of Trustees Study Session Agenda, March 20, 2018

Response to the Commission Action Letter

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

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

Narrative

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

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

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

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

In response to this finding, the College included the effort to revise the mission statement as part of the scope of the College's Strategic Planning effort, in alignment with regular college practice every five years. The Strategic Planning Task Force, which included members from all campus constituent groups, met several times during the Spring 2017 semester to review the mission, vision, and goals of the College.

During these meetings, concurrent with and separate from the process of developing new Strategic Initiatives, Dr. Georgia Lorenz, Vice President of Academic Affairs, facilitated an ongoing discussion regarding the revision of the Mission Statement to meet the accreditation recommendation. Dr. Lorenz brought draft revisions of the Mission Statement to the Strategic

Planning Task Force's March, April, and May 2017 meetings. Task Force members provided valuable input and feedback during the course of these discussions (Evidence [R1-1](#), [R1-2](#), [R1-3](#)).

At its June 14, 2017 meeting, the District Planning and Advisory Council, the central planning body for the District, approved the following final version of the revised Mission Statement, which was adopted by the Board of Trustees at the July 11, 2017 meeting (Evidence [R1-4](#), [R1-5](#)):

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

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

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

The process for revising the mission statement was also documented in the Strategic Planning and Facilitation Report submitted to the College by the Collaborative Brain Trust (Evidence [R1-6](#)).

Evidence

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

Conclusion

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

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

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

Narrative

At the time of the Fall 2016 accreditation visit, the College's process for regular reviews of Board Policies and Administrative Regulations relied on updates from the Community College League of California (CCLC) as policies and regulations changed, but the process did not include a regular, periodic review and update to the board policies and administrative regulations when no changes were required. The visiting team concluded that this did not fulfill the Accreditation Standard IV.C.7 which requires regular assessment.

To ameliorate this, the Board of Trustees approved a contract with CCLC in January 2017 to assist the District with updating, revising, and aligning the College's current Board Policies and Administrative Regulations with the templates provided by CCLC Policy and Procedure Subscriber Services and to develop a continuous review cycle (Evidence [R4-1](#) and [R4-2](#)). This effort includes renaming the College's board policy "sections" to "chapters" as shown in the chart below, and aligning them to match the CCLC format.

In February 2017, a CCLC consultant, Jane Wright, presented an oral report to the Board of Trustees on the process for revising board policies (Evidence [R4-3](#)). Recording Secretary Lisa Rose was assigned the responsibility of coordinating with the consultant to oversee this effort.

Chapters 1 and 2 were presented for a first reading at the May 2, 2017 Board of Trustees meeting (Evidence [R4-4](#)). On June 6, 2017, the Board of Trustees approved Board Policy Chapters 1 and 2 (Evidence [R4-5](#) and [R4-6](#)). Chapters 3, 4, 5, 6 and 7 are still in the process of being reviewed. These chapters have been prepared and distributed to responsible staff and committees, who will review and update the policies contained in these chapters.

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

The total volume of work includes 168 Board Policies and 219 Administrative Regulations, a total of 387 documents reviewed over a continuous review cycle, as shown in the chart below:

Tentative Board Policy Update Schedule

Chapters	Subject Area	Update Schedule	Next Update (with regular reviews thereafter)
Chapters 1 and 2 (formerly Section 1000)	District/Board of Trustees	Approved June 2017	Summer 2020
Chapter 3 (formerly Section 2000)	General Institution	First reading May 1, 2018 Second reading/approval June 5, 2018	Summer 2021
Chapter 6 (formerly Section 6000)	Business/Fiscal	First reading July 10, 2018 Second reading/approval August 7, 2018	Summer 2022
Chapter 7 (formerly Section 3000)	Human Resources	First reading September 4, 2018 Second reading/approval October 2, 2018	Summer 2023
Chapter 4 (formerly Section 5000)	Academic Affairs	First reading November 6, 2018 Second reading/approval December 4, 2018	Summer 2024
Chapter 5 (formerly Section 4000)	Student Services	First reading January 15, 2019 Second reading/approval February 5, 2019	Summer 2025

Evidence

- R4-1 SMCCD Agreement with Community College League of California
- R4-2 Board Minutes showing approval of contract with Community College League of California, January 17, 2017
- R4-3 Board Minutes for Oral Report by Consultant Jane Wright, February 7, 2017
- R4-4 Board Minutes for First Reading of Board Policy Chapters 1 and 2, May 2, 2017
- R4-5 Board Minutes for Second Reading and Approval of Board Policy Chapters 1 and 2, June 6, 2017
- R4-6 Revised Board Policy Chapters 1 and 2, presented at the June 2017 Board of Trustees Meeting

Conclusion

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

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

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

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

Narrative

As noted above in response to Recommendation 4 to meet Standard IV.C.7, the College has created a schedule to regularly assess policies and bylaws for their effectiveness in fulfilling the mission and will revise them as necessary.

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

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

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

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

The members of the Santa Monica College Board of Trustees have engaged in several activities in response to the recommendation to meet Standard IV.C.12 made by the visiting team. First, the Board approved a contract with an external consultant to conduct an all-day workshop for the Superintendent/President and the Board of Trustees to examine their roles, responsibilities,

relationships, mode of operating, and communication (Evidence [R5-1](#)). This consultant was familiar with the College and all parties involved as a result of her work on the recent search process for the Superintendent/President. The closed session workshop was held on March 4, 2017 (Evidence [R5-2](#)) and topics included the following:

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

In the summer of 2017 the Board engaged in its annual self-assessment process. The results of the self-assessment are not distributed, but a blank copy of the self-assessment tool is provided within this report as evidence (Evidence [R5-3](#)). Overall, the Board members rendered a positive but critical self-assessment, always striving to improve their performance as a Board.

Compliance with Standard IV.C.12 was addressed in the study session on August 22, 2017 (Evidence [R5-4](#)) as part of the overall discussion of the self-assessment.

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

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

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

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

- Community College League of California 2016 Legislative Conference

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

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

Evidence

- R5-1 Board of Trustees Minutes January 17, 2017 (Contract with Nicki Harrington to conduct a workshop with Board of Trustees)
- R5-2 Board of Trustees Study Session Agenda March 4, 2017
- R5-3 Board of Trustees Self-Assessment Form
- R5-4 Board of Trustees Study Session agenda August 22, 2017

Conclusion

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

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

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

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

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

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

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

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

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

ER 10 Academic Credit: *The institution awards academic credit based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit.*

Narrative

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

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

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

The new course and program modifications received approval by the Curriculum Committee on November 2, 2016 (Evidence [CR1-1](#)), by the SMC Board of Trustees on December 6, 2016 (Evidence [CR1-2](#)), and by the CCCCCO on February 7, 2017 (Evidence [CR1-3](#)). The College's Accreditation Visiting Team Visit occurred during this period, when the degree was being modified to meet the newly revised requirements. The Accreditation Visiting Team found discrepancies between different documents describing the degree requirements. Those discrepancies were resolved with publication of the revised degree Program of Study (Evidence [CR1-4](#)) and related student advising sheet (Evidence [CR1-5](#)). (Standards I.C.1, II.A.12 and ER10)

The team also noted that the 2016-2017 printed academic catalog did not include the new degree program requirements per se, but only offered a link to the IxD website where those requirements were defined. The latest version of the college catalog (2017-18) does include the program degree requirements (Evidence [CR1-6](#)). (Standards I.c.1, A.II.12 and ER10)

It should also be noted that while SMC recommends that students applying to the Bachelors of Science IxD program complete the Associate of Science in Graphic Design with the User Experience emphasis, this 63-unit degree is not required for admission to the baccalaureate program. To allow students from other colleges or with work experience in the field to enter the program, students may be accepted into the program if they have completed only 60 lower division units provided they meet the other admission requirements. For this reason, some students may complete the Bachelor of Science degree in Interaction Design with only 120 units, while those who followed the recommended lower division preparation will have 123 units. (Standards I.C.1, II.A.5 and II.A.9 and ER10)

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

As of spring 2018 (the current term), three semesters of upper division course offerings have undergone learning outcome assessment, and the results recorded, compiled, and disaggregated (Evidence [CR1-7](#)). The department hosting the IxD program, Design Technology, has conducted an analysis of these data. Their conclusions are reported in their Program Review report (Evidence [CR1-8](#)).

The first IxD cohort is scheduled to graduate in June of this year. At that time, the Office of Institutional Research will compile program level outcomes assessment results, also to be forwarded to the IxD faculty for analysis and recommendations for action, if warranted. In addition to program level outcomes, the College is working on a survey instrument for employers of IxD program graduates and internship providers (Evidence [CR1-9](#)). This instrument will be piloted with internship providers later this spring, and administered to employers this fall after the initial IxD cohort of students has graduated and entered the workplace. In addition, a survey of students in cohorts 1 and 2 is also being administered later this spring semester to gather additional information on the students' experience (Evidence [CR1-10](#)). Results will be used alongside outcomes assessment results for program improvement.

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

While the College anticipates continued growth and success of the IxD program, the College will follow its process for program discontinuance should the need arise. This process is outlined in Administrative Regulation 5113 (Evidence [CR1-11](#)). Prior to implementing discontinuance, SMC will ensure that all active student cohorts are supported through the completion of their respective program cycle. (Standard II.A.15)

Evidence

- CR1-1 SMC Curriculum Committee Minutes, November 2, 2017 (Approval of new upper division GE course and modification to Bachelor of Science IxD degree)
- CR1-2 SMC Board of Trustee Minutes, December 6, 2016 (Approval of new upper division GE course and modifications to Bachelor of Science IxD degree)
- CR1-3 CCCC Approval of IxD Curriculum and Program, February 7, 2017
- CR1-4 Bachelor of Science IxD Program of Study
- CR1-5 Interaction Design Student Advising Sheet
- CR1-6 SMC 2017-18 Catalog – IxD Degree Requirements (pp 110-111)
- CR1-7 Course SLO Assessment Results Data tables for IxD Courses, Fall 2016, Spring 2017, and Fall 2017
- CR1-8 IxD Excerpts from the Design Technology Department Six Year Program Review Report, March 2018
- CR1-9 Instrument Surveying Internship Providers and Employers of IxD Students/Graduates
- CR1-10 Instrument for Surveying IxD Students
- CR1-11 Administrative Regulation 5113: Program Discontinuance Process

Conclusion

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



ACCREDITING COMMISSION for COMMUNITY and JUNIOR COLLEGES
Western Association of Schools and Colleges

Richard Winn, Interim President
Raúl Rodríguez, Chair

February 3, 2017

Dr. Kathryn Jeffery
Superintendent/President
Santa Monica College
1900 Pico Boulevard
Santa Monica, CA 90405

Dear President Jeffrey:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 11-13, 2017, reviewed the Institutional Self-Evaluation Report (ISER) and evidentiary materials submitted by Santa Monica College and the External Evaluation Team Report (Team Report) prepared by the evaluation team that visited October 3-6, 2016. College leadership, including the chair of the governing board and the College president, certified the College's report, which was submitted in application for reaffirmation of accreditation. The purpose of the Commission's review was to determine whether the College continues to meet Eligibility Requirements, Accreditation Standards, and Commission policies (hereafter called Standards).

After considering the material noted above, the Commission acted to **reaffirm accreditation for 18 months**, and to require a **Follow-Up Report** on the issues identified in the team's findings of noncompliance at the College. The Follow-Up Report will be followed by a visit by Commission representatives.¹ Reaffirmation for 18 months indicates that the Commission has determined that the institution is in substantial compliance with Standards.

The Commission applauds the College for introducing a baccalaureate program and notes that the issues of not having assessed student learning outcomes for the program is attributed to not having run a full cycle of the program. Once that is accomplished, the College has plans to assess programmatic outcomes for its baccalaureate students.

The Commission finds Santa Monica College out of compliance with the following Standards: I.A.1 (Recommendation 1); IV.C.7 (Recommendation 4); IV.C.7, IV.C.12 (Recommendation 5); and I.C.1, II.A.5, II.A.12, and ER 10 (Recommendation 6). In addition the Commission finds the College out of compliance with Standards II.A.5, II.A.9, II.A.12, II.A.13, and II.A.14 (Commission Recommendation 1).

¹ Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review, *Guidelines for the Preparation of Reports to the Commission*, found on the ACCJC website at: www.accjc.org/college-reports-accjc.

Dr. Kathryn Jeffery
Santa Monica College
February 3, 2017

Need to Resolve Deficiencies

Standards represent practices that lead to academic quality and institutional effectiveness and sustainability. Deficiencies in institutional policies, practices, procedures, and outcomes which lead to non-compliance with any Standard will impact institutional quality and, ultimately, the educational environment and experience of students. The evaluation team has provided recommendations that give guidance for how the institution may come into compliance with Standards.

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

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

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

Commission Recommendation 1: In order to meet Standards related to the baccalaureate program, the College needs to come into compliance with Standards. (II.A.5, II.A.9, II.A.12, II.A.13, and II.A.15)

Improving Institutional Effectiveness

The Team Report noted Recommendations 7 and 8 for improving institutional effectiveness (improvement recommendations). These recommendations do not identify current areas of deficiency in institutional practice, but highlight areas of practice for which College attention may be needed. Consistent with its policy to foster continuous improvement through the peer-review process, the Commission expects institutions to consider the advice for improvement offered. In the Midterm Report, the College will include any actions taken in response to the evaluation team's improvement recommendations.

In addition, the Commission adds the following improvement recommendation.

Dr. Kathryn Jeffery
Santa Monica College
February 3, 2017

Commission Recommendation 2: In order to increase institutional effectiveness, the College needs to complete the migration of its course data to ensure that all course outlines and syllabi include student learning outcomes. (II.A.3)

Two-Year Plan

Under U.S. Department of Education enforcement regulations, the Commission is required to take immediate action to terminate the accreditation of an institution which is out of compliance with any standards, or, alternatively, may provide an institution with additional notice and a deadline for coming into compliance that is no later than two years from when the institution was first informed of the non-compliance. With this letter, Santa Monica College is being provided with notice of the Standards for which it is out of compliance and is being provided time to meet the Standards.

Next Steps

The Team Report provides details of the team's findings with regard to the College's work to meet the Standards. The guidance and recommendations contained in the Team Report represent the best advice of the evaluation team at the time of the visit but may not describe all that is necessary for the College to come into compliance (or to improve).

A **final copy** of the Team Report is attached. Commission changes to the Team Report are noted on a separate page for inclusion with the Team Report. The College may now duplicate and post copies of the enclosed Team Report with this added page.

The Commission requires the College give the ISER, the Team Report, and this letter appropriate dissemination to those who were signatories of the ISER and to make these documents available to all campus constituencies and to the public by posting them to the College website. Please note that in response to public interest in accreditation, the Commission requires institutions to post accreditation information on a page no more than one click from the institution's home page.

On behalf of the Commission, I wish to express appreciation for the collaborative work that Santa Monica College undertook to prepare for institutional self-evaluation, and to support the work of the external evaluation team. Thank you for sharing the values and the work of accreditation to ensure educational quality and to support student success. Accreditation and peer review are most effective when the College and the ACCJC work together to focus on student outcomes and continuous quality improvement in higher education.

Dr. Kathryn Jeffery
Santa Monica College
February 3, 2017

If you should have any questions concerning this letter or the Commission action, please don't hesitate to contact me or one of the ACCJC Vice Presidents. We would be glad to help you.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard Winn", with a long horizontal flourish extending to the right.

Richard Winn, Ed.D.
Interim President

RW/tl

Attachment

BOARD OF TRUSTEES GOALS AND PRIORITIES, 2018-2020

Access. Excellence. Equity.

I. Educational Advancement and Quality

1. Use data, inquiry, and evidence for improving services at all levels.
2. Implement multiple measures, guided pathways, and models of support that increase student success. Monitor retention and completion rates, especially for groups of students identified in the student equity plan including African-American, Latino/a, and low-income students.
3. Increase the number of SMC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. (VFS Goal 1)
4. Increase the number of SMC students transferring annually to a UC or CSU or other four-year university. (VFS Goal 2)
5. Decrease the average number of units accumulated by SMC students earning associate's degrees. (VFS Goal 3)
6. Increase the percent of exiting SMC CTE students who report being employed in their field of study. (VFS Goal 4).
7. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups. (VFS Goal 5).
8. Develop and launch an SMC Promise program for all eligible first time in college, full-time students.
9. Continue to support and hire a diverse, outstanding, and innovative faculty and staff that demonstrate a commitment to student success, engagement and equity. Seek to increase the percentage of full-time faculty over time.
10. Enhance and develop programs and pathways that meet the current and future needs of local and regional industry and business. Strengthen, promote and expand enrollment in existing workforce and career technical programs.
11. Assess and focus on solutions to barriers related to students' financial resources. For example, but not limited to:
 - Increase financial literacy; support faculty adoption of open educational resources and other efforts to reduce the high cost of textbooks; work with partner agencies to address food and housing insecurity; increase the percentage of eligible students who receive financial aid; and strive to provide more jobs for students on campus.
12. Assess and focus on solutions to barriers related to students' personal circumstances that may negatively impact student success. For example, but not limited to:
 - Develop and identify resources, referrals, and protocols for better assisting undocumented students, students with mental health challenges, LGBTQIA students, foster youth, veterans, and other special student populations with common challenges.
 - Train faculty and staff on protocols for serving these students and students in distress.
13. Complete and open the new student services building. Leverage the new facility to maximize meeting students' needs, interests, and goals; and to increase equity. Ensure a welcoming experience for students and the public.
14. Explore developing an SMC University Center to provide students with more access to BA programs.

II. Fiscal Health and Internal Operations

15. Develop a strategic vision for the future of the college.
16. Ensure among board members and the college community at large an understanding of the implications, opportunities, and risks inherent in the new funding formula.
17. Assure an effective and dynamic college by ensuring long-term fiscal stability.
 - Ensure the financial health of the College through enrollment management and development, appropriate student-serving adjustments to maximize revenues from the funding formula, revenue-generation, cost control, and restructuring, as necessary.
 - Pursue and obtain appropriate external funding.
18. Build and maintain a reserve sufficient to protect against anticipated and unforeseen circumstances.
19. Revisit the plan to safeguard post-retirement employee benefits and develop and implement a plan to fund increasing PERS, STRS, and other benefit obligations.
20. Ensure a supportive, inclusive, and collegial environment for students and staff.
21. Provide reports for the Board that align with Board Goals, funding formula metrics, and the Vision for Success.

III. Community and Government Relationships

22. Lead the work of partnering across systems (cities/school district/ government/community/ education). Strengthen community and government relationships and partnerships in fulfillment of SMC's vision and mission.
23. Support Emeritus through consistent maintenance, continue to promote academic programs, and remain vigilant against state funding reductions.
24. Monitor and maintain access for the community to SMC classes.
25. Continue to work with the Cities of Santa Monica and Malibu and the SMMUSD. For example, but not limited to:
 - Strengthen and expand programs, pathways, concurrent dual enrollment, Young Collegians, SMC Promise and other partnerships or special programs that serve local students and increase college-readiness and success.
 - Hold an annual joint meeting with the Board of Education
26. Work with allies in Sacramento and Washington, D.C. to improve policies, and funding as needed. Advance legislative solutions to issues challenging the college.

IV. Facilities and Sustainability

27. Enhance facilities and technology infrastructure, integration and staffing. Improve the condition of current facilities, including air conditioning.
28. Maintain progress on all SMC security, technology infrastructure, and facilities construction projects as described in the SMC construction plan.
29. Continue as a model of sustainability for all areas of the college. Continue to promote and support the use of more sustainable modes of transportation for students and staff.
30. Update the Facilities Master Plan.

Approved by the Board of Trustees: August 7, 2018

Revisions approved by the Board of Trustees: September 4, 2018

**2018-2019 State Adopted Budget
New Funding Formula Framework/Factors**

Formula Framework	Calculation of Funding
<p>Base Allocation</p> <p>2018-2019 70% of Formula</p> <p>2019-2020 65% of Formula</p> <p>2020-2021 60% of Formula</p>	<ol style="list-style-type: none"> District will receive: In 2018-2019 \$3,727 per Credit FTES In 2019-2020 \$3,387 per Credit FTES adjusted for COLA In 2020-2021 \$3,046 per Credit FTES adjusted for COLA in the current and prior year After 2020-2021 rate will be increased by funded COLA <i>*Note: 2017-2018 rate was \$5,151 per Credit FTES</i> District will continue to receive a basic allocations for the main campus and approved center (CMD) (Current allocation is \$7,299,269) Non-Credit and CDCP FTES will continue to be funded using the current model (2018-19: NC = \$3,347; CDCP = \$5,457) Summer shift (i.e. borrowing) is still an allowable practice Stability and restoration mechanisms remains in place (i.e. FTES declines will not immediately result in a loss of Apportionment) Funded FTES will be calculated using a 3 year average <i>Example: If the District served 20,000 FTES in the prior prior year, 20,500 FTES in the prior year, and has zero growth for the current year then the Base Allocation of FTES would be 20,333</i>
<p>Supplemental Allocation</p> <p>20% of Formula For All Years</p>	<ol style="list-style-type: none"> This allocation will be awarded based on points. Each point is equal to \$919 in apportionment funding increased by COLA annually Point Distribution: <ul style="list-style-type: none"> One point (\$919) for each student who is a recipient of a Federal Pell grant (Headcount from prior year) One point (\$919) for each student who receives an exemption from nonresident tuition - AB 540 (Headcount from prior year) One point (\$919) for each student who receives a California Promise Waiver (Headcount from prior year)
<p>Student Success and Equity Allocation</p> <p>2018-2019 10% of Formula</p> <p>2019-2020 15% of Formula</p> <p>2020-2021 20% of Formula</p>	<p><u>Student Success Component</u></p> <ol style="list-style-type: none"> This allocation will be awarded based on points. Each point is equal to: In 2018-2019 \$440 In 2019-2020 \$660 adjusted for COLA In 2020-2021 \$880 adjusted for COLA in the current and prior year After 2020-2021 rate will be increased by funded COLA 1A. Point Distribution: (Based on Prior Year Data) <ul style="list-style-type: none"> Three points (\$1,320) for each student who is granted an approved associate or baccalaureate degree (excludes ADT) Four points (\$1,760) for each student who is granted an approved associate degree for transfer Two points (\$880) for each student who is granted an approved credit certificate requiring 16 or more units Two points (\$880) for each student who successfully completes

transfer-level Math and English courses within the students first academic year of enrollment

- One and one-half points (\$660) for each student who successfully transfers to a four-year university
- One point (\$440) for the number of students successfully complete nine or more career technical education units
- One point (\$440) for each student who obtains a regional living wage within one year of completion

Equity Component

2. This allocation will be awarded based on points. Each point is equal to:

In 2018-2019 \$111

In 2019-2020 \$167 adjusted for COLA

In 2020-2021 \$222 adjusted for COLA in the current and prior year

After 2020-2021 rate will be increased by funded COLA

This allocation will be given when a student meets the metrics listed above in section 1A **and** are also recipients of a California College Promise Grant, Pell Grant, or both. This allocation is **supplemental** to the allocations listed in section 1A

- 2A. Point Distribution for **California College Promise Recipients:** *(Based on Prior Year Data)*

- Three points (\$333) for each student who is granted an approved associate or baccalaureate degree *(excludes ADT)*
- Four points (\$444) for each student who is granted an approved associate degree for transfer
- Two points (\$222) for each student who is granted an approved credit certificate requiring 16 or more units
- Two points (\$222) for each student who successfully completes transfer-level Math and English courses within the students first academic year of enrollment
- One and one-half points (\$167) for each student who successfully transfers to a four-year university
- One point (\$111) for the number of students successfully complete nine or more career technical education units
- One point (\$111) for each student who obtains a regional living wage within one year of completion

- 2B. Point Distribution for **Pell Recipients:** *(Based on Prior Year Data)*

- Four and one-half points (\$500) for each student who is granted an approved associate or baccalaureate degree *(excludes ADT)*
- Six points (\$666) for each student who is granted an approved associate degree for transfer
- Three points (\$333) for each student who is granted an approved credit certificate requiring 16 or more units
- Three points (\$333) for each student who successfully completes transfer-level Math and English courses within the students first academic year of enrollment
- Two and one-quarter points (\$250) for each student who successfully transfers to a four-year university
- One and one-half points (\$167) for the number of students successfully complete nine or more career technical education units
- One and one-half points (\$167) for each student who obtains a regional living wage within one year of completion

Hold Harmless	<ol style="list-style-type: none"> 1. 2018-2019 funding will be equal to or greater than the 2017-2018 funding plus 2.71% COLA 2. In 2019-2020 funding will be calculated under the new formula with the District guaranteed to receive no less than the funding it received in 2017-2018 adjusted for current and prior year COLA. 3. In 2020-2021 funding will be calculated under the new formula with the District guaranteed to receive no less than the funding it received in 2017-2018 adjusted for current and prior years COLA. 4. In 2021-2022 the District will be funded under the new formula with no hold harmless.
Other Related Items	<ol style="list-style-type: none"> 1. The Board of Trustees must, no later than January 1, 2019, certify that it has adopted goals that are aligned with the Vision for Success, adopted by the Board of Governor's in 2017. The CCCC is charged in the legislation to provide guidance to the Districts on how to meet this requirement. 2. The Legislature will create a Student Success Funding Formula Oversight Committee for the purpose of continuous evaluation of the new funding formula.

2018-19 STUDENT CENTERED FUNDING FORMULA ALLOCATION

	2018-19			2019-20			2020-21		
	Rate	FTEs (3-yr average)	Amount = Rate x FTEs	Rate	FTEs	Amount = Rate x FTEs	Rate	FTEs	Amount = Rate x FTEs
BASE ALLOCATION		22,257.88	17,926.64		19,376.87	19,376.87		19,376.87	19,376.87
Credit FTEs (includes Special Admits)					18,893.46				
Credit FTEs - 3 year average									
Basic Allocation									
Base FTEs									
Credit									
Noncredit									
CDCP									
Special Admits									
TOTAL BASE ALLOCATION	70%	68.1%	\$ 87,097,847	65%	61.8%	\$ 76,953,359	60%	56.7%	\$ 71,151,844
	Per State		Per State	Per State		Per State	Per State		Per State
SUPPLEMENTAL ALLOCATION									
PELL									
AB 540									
Promise Grant									
TOTAL SUPPLEMENTAL ALLOCATION	20%	21.3%	\$ 27,279,596	20%	21.9%	\$ 27,279,596	20%	21.8%	\$ 27,279,596
	Per State		Per State	Per State		Per State	Per State		Per State
STUDENT SUCCESS ALLOCATION									
ALL STUDENTS									
Associate Degree	3.0								
Associate Degrees for Transfer	4.0								
Baccalaureate Degree Granted	3.0								
Credit Certificates (16 units or more)	2.0								
Nine or More CTE Units	1.0								
Transfers to Four-Year University	1.5								
Transfer Level Math and English w/in 1st yr of Enrollment	2.0								
Regional Living Wage	1.0								
TOTAL ALL STUDENTS			\$ 10,598,720			\$ 15,898,080			\$ 21,197,440
			Per State			Per State			Per State
PELL GRANT STUDENT ONLY									
Associate Degree	4.5								
Associate Degrees for Transfer	6.0								
Baccalaureate Degree Granted	4.5								
Credit Certificates (16 units or more)	3.0								
Nine or More CTE Units	1.5								
Transfers to Four-Year University	2.3								
Transfer Level Math and English w/in 1st yr of Enrollment	3.0								
Regional Living Wage	1.5								
TOTAL PELL GRANT STUDENTS			\$ 1,411,171			\$ 2,123,113			\$ 2,822,342
			Per State			Per State			Per State

PROMISE GRANT STUDENTS ONLY	Points	Rate = \$111		Amount = Rate x		Rate = \$167		Amount = Rate x		Rate = \$222		Amount = Rate x	
		x Points	Headcount	Headcount	Headcount	x Points	Headcount	Headcount	Headcount	x Points	Headcount	Headcount	Headcount
Associate Degree	3.0	\$ 333.00	1,297	\$ 431,901	\$ 501.00	1,297	\$ 649,797	\$ 666.00	1,297	\$ 863,802			
Associate Degrees for Transfer	4.0	\$ 444.00	371	\$ 164,724	\$ 668.00	371	\$ 247,828	\$ 888.00	371	\$ 329,448			
Bacalaureate Degree Granted	3.0	\$ 333.00	-	\$ -	\$ 501.00	-	\$ -	\$ 666.00	-	\$ -			
Credit Certificates (16 units or more)	2.0	\$ 222.00	733	\$ 162,726	\$ 334.00	733	\$ 244,822	\$ 444.00	733	\$ 325,452			
Nine or More CTE Units	1.0	\$ 111.00	1,928	\$ 214,008	\$ 167.00	1,928	\$ 321,976	\$ 222.00	1,928	\$ 428,016			
Transfers to Four-Year University	1.5	\$ 166.50	2,019	\$ 336,164	\$ 250.50	2,019	\$ 505,760	\$ 333.00	2,019	\$ 672,327			
Transfer Level Math and English w/in 1st yr of Enrollment	2.0	\$ 222.00	250	\$ 55,500	\$ 334.00	250	\$ 83,500	\$ 444.00	250	\$ 111,000			
Regional Living Wage	1.0	\$ 111.00	1,065	\$ 118,215	\$ 167.00	1,065	\$ 177,855	\$ 222.00	1,065	\$ 236,430			
TOTAL PROMISE GRANT STUDENTS				\$ 1,483,238		\$ 2,231,538		\$ 2,231,538		\$ 2,966,475			
TOTAL STUDENT SUCCESS ALLOCATION		10%	10.6%	\$ 13,493,129	15%	\$ 20,252,731	20%	\$ 26,986,257	21.5%	\$ 31,966,257			
		Per State	Per State	Per State	Per State	Per State	Per State	Per State	Per State	Per State			
GRAND TOTAL		100.0%	100.0%	\$ 127,870,572	100.0%	\$ 124,485,686	100.0%	\$ 125,417,697	100.0%	\$ 125,417,697			
HOLD HARMLESS				\$ 5,567,738		\$ 8,952,624		\$ 8,952,624		\$ 8,952,624			
STUDENT CENTERED FUNDING FORMULA				\$ 133,438,310		\$ 133,438,310		\$ 133,438,310		\$ 133,438,310			



SANTA MONICA COMMUNITY COLLEGE DISTRICT

Capital Outlay Program

Bond Project Report

July 2018

Prepared by SMC Facilities Planning

Introduction

The District's capital outlay program consists of larger non-maintenance projects that are generally over \$100,000, typically financed by local taxpayer approved bonds. The capital projects include new buildings, replacement buildings, renovations, property acquisition, parking, site work, landscaping, infrastructure, security, and technology.

Over the last several decades, Santa Monica and Malibu voters have approved five safety and modernization bond measures in support of the college's career and academic programs:

Proposition T	1992	\$ 23,000,000
Measure U	2002	\$160,000,000
Measure S	2004	\$135,000,000
Measure AA	2008	\$295,000,000
Measure V	2016	\$345,000,000

By way of background, local bonds financed the original Main Campus, built in the 1950s and 1960s. However, in subsequent years until 1992, the District depended primarily on limited state funding, so only a few large projects were built. After the 1994 Northridge Earthquake and the extensive damage to the Main Campus, the District received federal FEMA support for rebuilding which started the current era of major construction on the campus.

In addition to the local bonds listed above, there has been significant financial support from federal, state and city sources along with the District's own capital funds.

The 1998 Facilities Master plan was a major effort in guiding the modernization and development of the Main Campus after the Northridge earthquake. Additional facility assessments were conducted in 2001, 2002, and 2003. In 2007, a master plan was added for the development of the Bundy Campus. In 2010, an update of the Facilities Master Plan was completed to address other safety and modernization improvements on the Main Campus and to incorporate the satellite campuses.

A new Facilities Master Plan Update is currently underway and will be completed in 2017 to guide the progress in completing Measure AA projects and new projects under Measure V.

Highlights of the completed projects include the purchase of the Bundy Campus and Emeritus College, and the construction of the Theatre Arts, Broad Stage, HSS Building, Campus Quad and Information Technology.

Projects completed in 2017:

Core Performance Center
Music Hall at the SMC Performing Arts Center
Center for Media and Design

Projects expected to start construction in 2018:

Malibu Campus
Santa Monica Early Childhood Lab School

Projects expected to be completed in 2019:

Student Services

Bond Program Overview

Project	Funding Source	Total Cost	Status 6/30/18
Purchase of Bundy Site	U	\$30,280,878	Completed 2002
Emeritus College	U, SMC Foundation	\$9,603,782	Completed 2003
Purchase of 1738 Pearl Street	U	\$749,208	Completed 2003
Library Renovation & Expansion	T, State, FEMA	\$23,600,000	Completed 2003
PE/Dance/Athletics Office Relocation	U	\$2,797,033	Completed 2004
Math Complex	U	\$1,458,690	Completed 2004
Bundy Campus West Building	U	\$23,291,387	Completed 2005
Malibu Storm Water Infrastructure P-I	S	\$2,500,000	Completed 2005
Renovation of Theatre Arts	U	\$19,544,314	Completed 2006
Music Complex - Performing Arts	U	\$4,623,547	Completed 2007
HSS North/South	U, State, FEMA, City	\$29,240,945	Completed 2006/7
Shuttle Parking Acquisition & Constr.	U	\$18,969,509	Completed 2007
Malibu Storm Water Infrastructure P-II	S	\$2,500,000	Completed 2008
Broad Stage - Performing Arts	S, SMC Foundation	\$40,690,201	Completed 2008
Athletic Fields - John Adams	S	\$2,969,807	Completed 2008
Main Campus Quad	U	\$11,388,463	Completed 2008
Bundy New Driveway & Signal	S	\$3,825,841	Completed 2009
Athletic Fields - Corsair Field	S	\$4,440,065	Completed 2009
Pico Phase I - Lot 6 & Structures	S	\$1,018,009	Completed 2009
Infrastructure & Safety Phase I	U	\$4,003,084	Completed 2010
Purchase of 1516 Pico Blvd.	AA	\$1,748,667	Completed 2010
Purchase of 1510 Pico Blvd.	AA	\$4,009,228	Completed 2011
Purchase of 919 Santa Monica Blvd.	AA	\$9,029,287	Completed 2011
Bundy/Airport Classroom Relocations	AA	\$3,162,183	Completed 2012
Library Village Relocation & Bike Park	AA	\$1,448,275	Completed 2013
Bundy/Airport Parking	AA	\$2,035,375	Completed 2013
Information Technology	AA	\$23,978,879	Completed 2015
Purchase of 2019 14 th Street	AA	\$5,013,226	Completed 2017
Central Plant Loop Connections	AA	\$11,206,164	Completed 2017
East Wing - Performing Arts Center	AA	\$30,108,816	Completed 2017
Purchase of 1530 Pico Blvd.	AA	\$4,821,600	Completed 2018
Security and Fire Alarm Upgrade	AA	\$11,520,794	Finish Fall 2018
Health, PE, Fitness, Dance, Cent. Plant	S, AA	\$58,272,030	Finish Fall 2018
Center for Media & Design	AA, KCRW Foundation	\$130,549,713	Finish Fall 2018
Student Services	U, S, AA, V	\$130,224,164	Under Construction
Child Development Center	S, V, City of SM	\$30,925,693	Under Construction
Malibu Campus	S, V	\$50,000,000	Start Const. 2018
Math and Science	AA, V, State	\$124,958,336	DSA review Aug. 18

Projects Under Construction or Recently Completed

Center for Media & Design (Academy Campus)

Project Description: This project includes the construction of a new 440-space Parking Structure. Also includes major renovation of the existing 50,000 SF AET building, a new 30,000 SF addition to the existing AET building, a new 33,000 SF building for the KCRW radio station, a new central courtyard, and new landscaping.

Current Progress: Parking Structure and the Academic Building are complete and occupied. KCRW building is substantially completed and occupied. The project is currently in closeout phase.

Project Schedule: Parking Structure and Academic Buildings early fall 2017; KCRW early fall 2018

Estimated Project Cost: \$130,549,713

Funding Sources: Measure AA, KCRW Foundation

Core Performance Center (Replacement Health, Fitness, Dance, and PE Building and Central Plant)

Project Description: The project consists of the demolition of the existing 1958 Locker Room building and replacing it with a new three-story 66,000 SF complex. The new building consists of athletic facilities, fitness center with climbing wall, fitness studios and dance studios.

Since this building is located in the center of campus, it is an ideal location for the central cooling plant which is an energy efficiency project designed to generate chilled water for efficiently for air cooling in buildings throughout the main campus.

Current Progress: Project is in closeout phase.

Project Schedule: Phase 1 Completed; Phase 2 completed late fall 2017

Estimated Project Cost: \$58,272,030

Funding Sources: Measure S, AA, and Utility Energy Incentives

Security and Fire Alarm

Project Description: To better protect student and staff during emergency situations the college is upgrading all its security systems, including access control, video surveillance, and intrusion alarms as well as its fire alarm and mass notification systems to newer digital technologies.

Current Progress: Currently working on programming and testing of the system, and the installation of the remaining security devices at various buildings.

Project Schedule: Fire alarm complete, security in construction with summer 2018 completion.

Estimated Project Cost: \$11,520,794

Funding Sources: Measure AA

Central Plant Building Connections

Project Description: To connect and retrofit individual buildings to the chilled water loop from the Central Plant. Buildings include Business, HSS, Library and Science.

Project Schedule: Completed summer 2017

Estimated Project Cost: \$11,206,164

Funding Sources: Measure AA

Student Services Building

Project Description: The new Student Services building will facilitate the centralization of all Student Services operations that are presently dispersed throughout the campus and housed in temporary buildings. This project provides office and service space for approximately 25 Student Services functions. The new building will be sited near the Pico Boulevard main entrance to the SMC campus and thereby provide immediate access for students and members of the college community.

This proposed project also includes accommodation for vehicular access/egress, and underground parking, all in compliance with the Master Plan goal to provide more below grade vehicle parking at the main campus.

Current Progress: Currently working on the building façade, mechanical / electrical / plumbing system, interior dry wall, ceilings and site work.

Project Schedule: In construction, completion spring 2019.

Estimated Project Cost: \$130,224,164

Funding Sources: Measure S, U, AA, and V

Projects in Pre-Construction Phase

Malibu Site Campus

Project Description: In the 1970s and early 1980s, Santa Monica College offered about 70 general education classes and several non-credit classes in Malibu throughout a semester. Today, the program is limited to a few classes offered in school district buildings.

The recommended site acquisition and facility will be a classroom facility to provide general education classes, science, art and Emeritus College classes. There is also an interpretive center to highlight natural environment and history of Malibu and a Sheriff's sub-station. The District has worked cooperatively with the City of Malibu and the County of Los Angeles in planning a site at the Malibu Civic Center.

Current Progress: Phase 1, which includes the demolition of the existing building and ground stabilization, will start fall 2018. Phase 2 will commence late spring 2019

Project Schedule: Construction start in fall 2018

Estimated Project Cost: \$50,000,000

Funding Sources: Measure S, V

Santa Monica Early Childhood Lab School

Project Description: SMC currently has no dedicated childcare facility and offers lab instruction through various local childcare providers. The District lacks a teaching laboratory facility in Early Childhood Education available at many other community colleges. This project provides for a childcare center for the community plus college instructional facilities. The City of Santa Monica is a partner in this project, providing the site at the Civic Center and a portion of the building funds.

Current Progress: Project is under construction, paving demolition is completed. The contractor will start the foundation excavation in July.

Project Schedule: Construction started in spring 2018.

Estimated Project Cost: \$30,925,693

Funding Sources: Measure S, V, and City of Santa Monica

Projects in Active Design and Planning Phases

Science and Math Extension

Santa Monica College is renowned for its science and allied health programs; however, the existing labs for Life, Physical and Earth Sciences are at capacity; also, the current facility for the Math Department consists of temporary trailers and lacks the infrastructure for smart classrooms or support for the use of modern technology for instructional use. Consolidating Math and Science programs into a new Science Extension building supports interdisciplinary interaction. The building extension would qualify for up to \$40 million in State funding, which requires a local match. The building will contain an upgraded planetarium and a community lab for all ages, including a nutrition and culinary lab in support of the College's nutrition program. The project is scheduled for DSA review in August 2018.

Classrooms Relocation – Temporary Classroom Village

As part of the new Math and Science project, the District requires temporary classroom space for students and teachers that will be displaced during the construction of the new Math and Science building. This temporary village will be located in the existing Admission Complex, and Parking Lot 2.

Demolition Project – 1530 Pico & 2019 14th Street

The existing building at 1530 Pico Blvd. will be demolished to make room for a temporary trailer to house the District's Program / Construction Management team. The old YMCA building and the existing house at 2019 14th street will also be demolished for the future Art Complex. Demolition for both properties will start in Fall 2018.

Future Projects (Measure V)

The following projects were included in the 2016 Measure V Bond language and will be further developed during the Facilities Master Plan Update process:

Replacement of Temporary Classrooms. Bond proceeds would be used to replace the 1994 temporary trailer Math Village classroom complex with permanent First Year Experience classrooms, student support study space and instructional support labs. These trailers were rushed into service following the 1994 Northridge Earthquake and have exceeded their time of usable service. Additionally, proceeds would be used to replace the 1984 modular English as a Second Language classroom building. This modular building lacks fire sprinklers, is poorly ventilated and has also exceeded its time of usable service.

Renovation of Business Building. The 1981 Business Building is overdue for renovation. The building houses a large number of computer classrooms and labs.

Replacement of Campus Police Station. The current police facility is antiquated and undersized. Applying bond proceeds to the replacement, construction, renovation and relocation of the campus police station and including a public space for community and neighborhood use will improve public and campus safety.

Upgrading, Renovation or Replacement of Art Building. An upgraded, renovated or newly constructed art structure will replace aging building systems and improve space distribution for the many disciplines within the Art Department. The College is eligible to receive up to \$8 million in State funding for this project, which requires a local match.

Landscaping / Water Conservation Improvements and Completing Pico Boulevard Frontage Improvements. Applying bond proceeds for landscaping improvements, including landscaping improvements to complete the main campus Pico Boulevard frontage, will improve water conservation through water reclamation and installation of drought resistant landscaping.

Completing Master Plan Improvements at the Santa Monica College Performing Arts Center Campus. Construction at the Performing Arts Center campus has proceeded in phases, in coordination with available funding. The first phase added the Broad Stage and the Edye Second Space theaters. The second phase has added an East Wing rehearsal hall and music performance labs. The final phase, to be funded from bond proceeds, will include an underground three-level parking structure to replace most of the existing surface parking, along with an above-ground art gallery and green-space plaza. The theaters at the Performing Arts Center are among the most heavily used theaters in Los Angeles County.

Designing and Installing an Outdoor Classroom. The design, construction, installation and improvement of a venue for outdoor plays and class lectures.

Converting Library Interiors. Conversion of existing Library floor space used for book stacks to construct and install additional student study areas, tutoring and collaborative learning spaces that will support student success.

Making Environmental Performance Improvements. Bond funds will be used to upgrade District facilities to achieve energy or resource use efficiency and water conservation and achieve sustainability for District operations.

Upgrading Technology Infrastructure. Bond proceeds will be applied to renovate, replace, upgrade, acquire, install and integrate major site, building and utility systems, equipment and related infrastructure, including lighting, electrical, wiring and related infrastructure for modern technology, classroom instructional technology, communications and security technology (including security cameras and monitoring systems), data, voice, public address and audio-visual communication, energy efficiency, management monitoring systems, networks, fixtures, controls and equipment, cable infrastructure, network expansion, wireless access points and other communications and administrative systems.

COMMUNITY JOINT USE PROJECTS

Providing for a Joint Use Project with the City of Santa Monica. The College will provide up to \$20 million in bond funds for the expansion of the City of Santa Monica's Memorial Park to accommodate soccer and/or other field sports for use by College students and the general public.

Providing for a Joint Use Project with the Santa Monica-Malibu Unified School District. The Johns Adams Middle School Auditorium, adjacent to the College's main campus, has suffered earthquake damage and is no longer in service. The College will make available up to \$20 million bond funds as needed to assist the School District in renovating or replacing the auditorium with a seating capacity of approximately 750, for joint use.

Providing for City of Malibu Infrastructure and Community Educational Facilities. The College will provide up to \$25 million in funding enhancements to its instructional presence in Malibu in partnership with the City of Malibu.

LOOKING AHEAD:

GOALS FOR MEETING CALIFORNIA'S NEEDS

The success of California's broader system of higher education and workforce development stands or falls with the CCCs. To meet California's needs, the CCC system should strive to achieve the following goals by 2022:

- Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

In order to reach the ambitious system-wide goals proposed above, each college will need to do its part. Many colleges have already set goals as part of a system-wide or local effort and do not need to start from scratch—they should continue to use their goals as planned. However, every college should ensure their goals are aligned with the systemwide priorities and goals above, to ensure that the entire system is moving in a consistent direction.

A VISION FOR CHANGE

Achieving these goals will require a combination of strategies and the coordinated efforts of tens-of-thousands of individuals both inside and outside the CCC system.

Below are **seven core commitments** the community college system can make to achieve these ambitious goals and realize its full potential to meet the future workforce needs of California:

1 | Focus relentlessly on students' end goals.

Getting students to their individual educational goals—whether a degree, certificate, transfer, or specific skill set—should be the explicit focus of the CCCs. More than just offering courses, colleges need to be offering pathways to specific outcomes and providing supports for students to stay on those paths until completion.

2 | Always design and decide with the student in mind.

Colleges need to make it easy for all students, including working adults, to access the courses and services they need. Students should not bear the burden of misaligned policies between education systems.

3 | Pair high expectations with high support.

Students should be encouraged to go “all in” on their education, with support to meet their personal and academic challenges. Assessment and placement practices must be reformed so that students are placed at the highest appropriate course level, with ample supports to help them succeed.

4 | Foster the use of data, inquiry, and evidence.

Data analysis should be a regular practice used for improving services at all levels, not a compliance activity. Decisions should be based on evidence, not anecdotes or hunches.

5 | Take ownership of goals and performance.

The CCC system should be rigorously transparent about its performance, own its challenges, and adopt a solution-oriented mindset to those things it can control. Goals should be used to motivate and provide direction, not punish.

6 | Enable action and thoughtful innovation.

Moving the needle on student outcomes will require calculated risk, careful monitoring, and acceptance that failures will sometimes happen. Innovation should be thoughtful and aligned with goals; results should be tracked early and often.

7 | Lead the work of partnering across systems.

Education leaders across the education systems and workforce development systems need to meet much more frequently, in more depth, and with more personnel dedicated to the task. By working together these systems can strengthen pathways for students and improve results.

In each of these areas, there are clear steps for the CCC Chancellor's Office to lead and support the work of the colleges, from modeling the kinds of organizational changes and behaviors expected at the college level to advocating for CCC students at the highest levels of state government.

Redesign of the Student Experience: A Guided Pathways Framework

Case Statement

Santa Monica College is a high-quality institution with exceptional faculty, staff, and programs. For the 27th consecutive year, the College has topped the list in the number of students transferring to the University of California (UC) system as well as in the number of Black and Latina/o/x students transferring to the UC system. Additionally, SMC ranks 2nd statewide in the total number of combined transfers to the California State University (CSU) and the UC systems. The College also offers exceptional cutting-edge industry-driven “Career Education” programs that are responsive to local and state-wide economic trends and needs. For example, Promo Pathways— built on the tenets of diversity and inclusion—is the nation’s first accredited on-air promotions training program. In addition, SMC is highly ranked compared to all community colleges nationally, as well as the CSU, in the pass rate for students taking the CPA exam. Similarly, the Cosmetology program has one of the highest student pass rates on the State Board exam. SMC also developed a baccalaureate degree program in Interaction Design, and graduated the first cohort this past year.

While these successes are laudable, equally important is the fact that most students are not achieving their self-defined goals. Fewer than 20% of SMC’s first-time-in-college fall entrants earn a degree, a certificate, or transfer to a 4-year institution within three years, even though that is the stated goal of 88% of that cohort. Moreover, the rates of Black students (11%) and Latina/o/x students (12%) achieving those goals are only one third the rate of White students (33%). Of the roughly 4400 first-time-in-college students (excluding international students) in a given fall cohort whose goal is either transfer, a degree, or a certificate, over 45% of the cohort has stopped attending any institution of higher education after three years without having earned a degree or certificate on their transcript. These stopping/dropping out data reveal significant disparities based on students’ racial/ethnic identification. Disproportionately more Black students (59%) and Latina/o/x students (47%) exit higher education without a credential or transferring than White students (39%) and Asian students (39%).

These troubling outcomes have been consistent over time and across most institutions, both nationally and in California. This does not, however, make them any more palatable. Instead, the consistency of these outcomes indicates that it is colleges, themselves, which must be redesigned if the goal is to generate stronger and more equitable outcomes. In essence, colleges must serve the students as they arrive at the door and facilitate their success in a much more intentional and systematic manner. Most first-time-in-college students come to SMC underprepared for the social, academic, and personal requirements for success in college; SMC is, after all, an open access institution. This open access is precisely what makes community colleges so valuable and important, particularly for underserved and disadvantaged populations. To serve those populations, a myriad of services and programs—many of which have been quite successful – have been created. But because of how these services and programs are structured, often only a small proportion of students are served, and participants are largely self-selected, motivated students. In order for SMC to “move the needle” in a meaningful way on both student success and racial/ethnic equity, there is a goal to build on the achievements of those successful programs

and provide similar services to all students, essentially making the college's support network both proactive toward and unavoidable for all students is needed. In sum, the goal is to significantly reduce—in fact, eliminate—the number of students who “fall through the cracks.” In redesigning the student experience, the college will become a “facilitator” of student success rather than “gatekeeper”.

Utilizing what has come to be labeled a “guided pathways framework,” the College seeks to intentionally and at scale build SMC's structures and programs to improve and achieve equity in the rates of college completion, transfer, and attainment of jobs with value in the labor market. This requires large-scale transformational changes to current practices that will achieve the following objectives:

- Streamline and better define the academic, transfer, and career paths for students to be more clear, logical, and transparent so that students can make informed decisions related to their college journey.
- Help students gain momentum early in their journey, by offering systematic guidance to all students in selecting career goals and an area of study aligned with those goals while also providing contextualized and embedded academic and non-academic support in critical and gateway courses within those areas of study.
- Build on that momentum by providing intentional and proactive support toward course success and goal completion including targeted academic counseling as well as tools for students to easily track their own progress and recognize the impact of entry and exit points along their academic journey.
- Intentionally and systematically promote the skills of critical thinking, communication, creativity, and collaboration in part by offering tangible, applied, collaborative learning experiences, so that student engagement becomes inescapable for all students.

The hope is that through this redesign of the student experience, SMC paves the way for all open access institutions in California (and the nation) to equitably serve all our students and ensure that a student's pre-college preparation or life circumstance does not predetermine the student's outcome in college. SMC's redesign of the student experience seeks to eliminate the equity gaps, reduce time to completion, and increase the rates of completion, while maintaining high standards and high quality.

The Guided Pathways Framework: Four Pillars

<u>Clarify the Path for Students</u>	<u>Help Students Get on a Path</u>	<u>Help Students Stay on a Path</u>	<u>Ensure Students are Learning on the Path</u>
<p>All programs are mapped (with the students' end-goal in mind) to transfer and career and include these features:</p>	<p>These supports will help ensure students get the best start (early momentum):</p>	<p>These supports will help keep students on their path:</p>	<p>These practices enrich and strengthen student learning:</p>
<ul style="list-style-type: none"> • Detailed information on target career and transfer outcomes • Information on course sequences, critical courses, and recommended contextualized/complementary general education and elective courses • Embedded awards and progress milestones • Mathematics and other core coursework are aligned to each program of study 	<ul style="list-style-type: none"> • Multiple measures to assess students' needs • First-year experiences to help students explore careers, fields, and majors • Accelerated/Adaptive curriculum to ensure college-level credit as early as possible • Full program educational plans • Contextualized, integrated academic support in gateway and critical courses • K-12 partnerships focused on career/college program exploration 	<ul style="list-style-type: none"> • Ongoing, proactive academic and non-academic supports • Technological tools for students to easily track their progress • Targeted, contextualized extracurricular programming • Building community through cohort-based offerings and services • Systems/procedures to identify students at risk and provide needed supports 	<ul style="list-style-type: none"> • Program-specific learning outcomes • Project-based, collaborative learning • Applied learning experiences • Inescapable student engagement • Faculty-led improvement of teaching practices • Systems/procedures for the college and students to track learning outcomes • Intentional development of critical thinking skills

Making the Case and Building the Culture for Change: Activities to Date (Nov 2016 - Sep 2018)

Date(s)	Event	Participants and/or Presenters
11/3/2016	California Futures Foundation Drive-In Conference (in preparation for Innovation Award submission): Mount San Antonio College	<ul style="list-style-type: none"> • Guido Davis Del Piccolo • Roberto Gonzalez • Georgia Lorenz • Laurie McQuay-Peninger • Jennifer Merlic • Maria Muñoz • Teresita Rodriguez • Esau Tovar
12/19/2016 – 12/20/2016	Visit to Arizona State University (ASU)	<ul style="list-style-type: none"> • Guido Davis Del Piccolo • Georgia Lorenz • Jennifer Merlic • Maria Muñoz • Esau Tovar
1/13/2017	Pathways Planning Retreat (including ASU Representatives)	<ul style="list-style-type: none"> • 46 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators)
1/25/2017	CSU Meta-Majors and Integrated Courses of Study: San Francisco, CA	<ul style="list-style-type: none"> • Guido Davis Del Piccolo
3/16/2017	SMC Spring Flex Day Presentations	<ul style="list-style-type: none"> • Guido Davis Del Piccolo • Georgia Lorenz • Maria Muñoz
4/3/2017	SMC receives “Award for Innovation in Higher Education”	
5/24/2017	Leadership Matters Summit: Bakersfield, CA	<ul style="list-style-type: none"> • Maria Muñoz
June 2017	SMC selected to participate in “AACC Pathways 2.0 Project”	
8/24/2017	Presentations at SMC Opening Day	<ul style="list-style-type: none"> • Guido Davis Del Piccolo • Hannah Lawler • Maria Muñoz

Date(s)	Event	Participants and/or Presenters
9/5/2017 – 12/13/2017	SMC Guided Pathways Taskforce Meetings (8)	<ul style="list-style-type: none"> • Luis Andrade, Communication and Media Studies • Chris Baccus, Counseling • Jason Beardsley, English • Alexa Benevente, Associated Students • Brenda Benson, Student Affairs • Rupinder Bhatia, Management Information Systems • Charlene "Alex" Boyd, Associated Students, Budget Director • Nancy Cárdenas, Counseling • Edna Chavarry, The Center for Teaching Excellence • Guido Davis Del Piccolo, Faculty Lead • Nate Donahue, Academic Senate • Jenna Gausman, Counseling (Career) • Laurie Guglielmo, Counseling • Kimberly Hernandez, Associated Students • Regina Ip, Web Content & Social Media Manager • William Konya, Mathematics • Hannah Lawler, Institutional Research • Jialing Li, Associated Students • Georgia Lorenz, Academic Affairs • Kristin Lui-Martinez, Mathematics • Christyanne Melendez, Earth Science • Jenny Merlic, Academic Affairs • Mitra Moassessi, Mathematics • Maria Muñoz, Faculty Lead • Estela Narrie, Counseling (Articulation) • Jean Paik-Schoenberg, English • Perviz Sawoski, Theatre Arts • Steven Sedky, Business • Susan Sterr, English • Esau Tovar, Enrollment Services • Michael Tuitasi, Student Affairs • Sal Veas, CTE Chair
10/16/2017	CCCCO: regional California Community College Guided Pathways workshop: Los Angeles, CA	<ul style="list-style-type: none"> • Chris Baccus • Guido Davis Del Piccolo • Jenna Gausman • Kathryn Jeffery • Georgia Lorenz • Jennifer Merlic • Maria Muñoz • Elaine Polachek • Esau Tovar • Michael Tuitasi

Date(s)	Event	Participants and/or Presenters
11/16/2017 – 11/18/2017	AACC Pathways Institute #1: Washington, DC	<ul style="list-style-type: none"> • Guido Davis Del Piccolo • Kathryn Jeffery • Hannah Lawler • Georgia Lorenz • Jennifer Merlic • Maria Muñoz • Margaret Quiñones-Perez • Michael Tuitasi
1/18/2018	GAB Meeting Presentation	<ul style="list-style-type: none"> • Guido Davis Del Piccolo • Maria Muñoz
1/25/2018 – 1/26/2018	Pathways Winter Retreat (including Rob Johnstone and Career Ladders Project Representatives)	<ul style="list-style-type: none"> • 110 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff)
February 2018	Creation of Redesign Team: <ul style="list-style-type: none"> • Steering Committee • Redesign Team • Inquiry/Work Teams 	
2/21/2018	Presentation at California Community Colleges Guided Pathways 2018 Workshop: Oakland, CA	<ul style="list-style-type: none"> • Jenna Gausman (Faculty) • Prince Jones (Student)
2/5/2018 – 6/4/2018	Steering Committee Weekly Meetings	<ul style="list-style-type: none"> • Brenda Benson (Senior Admin Dean, Counseling) • Nancy Cárdenas (Counseling Faculty / Workforce Development) • Guido Davis Del Piccolo (Faculty Lead) • Nathaniel Donahue (President, Academic Senate) • Marc Drescher (Chief Director, IT) • Laurie Guglielmo (Counseling Department Chair) • Hannah Lawler / Edna Chavarry (Dean, Institutional Research) • Georgia Lorenz (VP, Academic Affairs) • Mitra Moassessi (Mathematics & A.S. Chair of Chairs) • Maria Muñoz (Faculty Lead) • Esau Tovar (Dean, Enrollment) • Michael Tuitasi (VP, Student Affairs)
2/27/2018 3/27/2018 4/24/2018	Redesign Team Meetings	<ul style="list-style-type: none"> • 33-44 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff)

Date(s)	Event	Participants and/or Presenters
March – June 2018	Inquiry Team Meetings (2x per month): <ul style="list-style-type: none"> • First Year Experiences, and • High Impact Practices, • Intentional Equity and Retention, • Student Support Services 	<ul style="list-style-type: none"> • 15-35 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff)
3/1/2018	Presentation at California Community Colleges Guided Pathways 2018 Workshop: Oakland, CA	<ul style="list-style-type: none"> • Jenna Gausman (Faculty) • Joshua Elizondo (Student)
3/5/2018	Presentation at California Community Colleges Guided Pathways 2018 Workshop: Marina del Rey, CA	<ul style="list-style-type: none"> • Jason Beardsley (Faculty) • Nicolas Escobar (Student)
3/13/2018	Spring Flex Day Presentations	<ul style="list-style-type: none"> • Guido Davis Del Piccolo • William Konya • Georgia Lorenz • Maria Muñoz
3/19/2018 – 3/20/2018	Dr. Jo-Carol Fabianke (AACC Pathways Coach) Campus Visit	<ul style="list-style-type: none"> • 35 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff)
3/30/2018	SMC Guided Pathways Plan to CCCC submitted and certified	
April – June 2018	Program Mapping Work Team weekly meetings	<ul style="list-style-type: none"> • Melanie Bocanegra, Equity • Nancy Cárdenas (Steering Committee) • Guido Davis Del Piccolo (Faculty Lead) • Taryn De La Rosa (Financial Aid) • Nilofar Ghasami, Financial Aid • William Konya, Work Team Lead • Jennifer Merlic • Maria Muñoz (Faculty Lead) • Estela Narrie (Articulation Officer) • Janet Robinson (Transfer Center) • Vicki Rothman (Career Services)
4/3/2018	An Advanced Guided Pathways Workshop for California Community Colleges Guided Pathways 2018: Marina del Rey, CA	<ul style="list-style-type: none"> • Brenda Benson • Guido Davis Del Piccolo • Kathryn Jeffery • Georgia Lorenz • Jennifer Merlic • Maria Muñoz

Date(s)	Event	Participants and/or Presenters
4/28/2018	<p>AACC Pre-Convention Workshop: “Integrating Redesigned Developmental Education into Pathways”: Dallas, TX</p>	<ul style="list-style-type: none"> • Jason Beardsley • Guido Davis Del Piccolo • Kathryn Jeffery • Georgia Lorenz
	<ul style="list-style-type: none"> • Jamey Anderson (engineering) • Luis Andrade (communication studies) • Vicenta Arrizon (counseling) • Nancy Cárdenas (work team, workforce development) • Nicole Chan (graphic design) • Jose Cue (counseling) • Tram Dang (engineering) • Taryn De La Rosa (work team, financial aid) • Tyffany Dowd (counseling) • Nicolas Escobar (student) • Joshua Elizondo (student) • Nilofar Ghasami (work team, financial aid) • Jon Huls (R&R management) • Maral Hyeler (BSSOT Grant) • Samira Khabbazzadeh-Rashti (student) • Nathan Khalil (business administration) • William Konya (work team lead) • Jae Lee (curriculum committee) • Ming Lu (accounting) 	<ul style="list-style-type: none"> • Jennifer Merlic • Mitra Moassessi • Maria Muñoz
5/4/2018	<p>Pilot Program Mapping Workshop to explore mapping 7 programs:</p> <ul style="list-style-type: none"> • Electrical Engineering, Transfer • Graphic Design, AS • Business Administration, AS-T • Accounting, AS • Nursing, ADN • Recycling and Resource Management, AS • Communication Studies, AA-T 	<ul style="list-style-type: none"> • Bea Magallon (counseling) • Jacqueline Martinez (student) • Emin Menachekanian (curriculum committee) • Eric Minzenberg (R&R management) • Ana Montes De Vegas (counseling) • Marisol Moreno (equity) • Maria Muñoz (work team) • Dana Nasser (curriculum committee) • Sara Nieves-Lucas (counseling) • Lee Pritchard (curriculum committee) • Robin Ramsdell (counseling) • Vicki Rothman (work team, career services) • Cesar Rubio (accounting) • Redelia Shaw (curriculum committee) • David Shirinyan (curriculum committee) • Tippy Short (counseling) • Olivia Vallejo (counseling) • Vanan Yahnian (equity)

Date(s)	Event	Participants and/or Presenters
5/18/2018	Program Sorting Day	<ul style="list-style-type: none"> 220 Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Students, Classified Staff)
6/21/2018 – 6/23/2018	AACC Pathways Institute: Integrating Redesigned Developmental Education into Pathways: Baltimore, MD	<ul style="list-style-type: none"> Guido Davis Del Piccolo Laurie Guglielmo Kristin Lui-Martinez Jean Paik-Schoenberg Michael Tuitasi Irena Zugic
7/19/2018 – 7/20/2018;	Redesign Summer Retreat	<ul style="list-style-type: none"> Luis Andrade, Inquiry Team Lead Chris Baccus, Inquiry Team Lead Jason Beardsley, English Department Chair Cyndi Bendezu, Equity Brenda Benson, Steering Committee Daniel Beruman, Inquiry Team Lead Nancy Cárdenas, Workforce & Steering Committee Edna Chavarry, Steering Committee Guido Davis Del Piccolo, Steering Committee Frank Dawson, Career Education Taryn De La Rosa, Financial Aid Marc Drescher, Chief Director IT & Steering Committee Wendi DeMorst, Supplemental Instruction and Tutoring Kiersten Elliott, Communication Squad Lead Nicolas Escobar, Student Nancy Grass, Student Life Laurie Guglielmo, Steering Committee Jose Hernandez, Welcome Center William Konya, Work Team Lead Kristin Lui-Martinez, Inquiry Team Lead Flavio Medina-Martin, Human Resources Jenny Merlic, Academic Affairs Mitra Moassessi, Mathematics Maria Muñoz, Steering Committee Jean Paik-Schoenberg, Inquiry Team Lead Delores Raveling, First Year Programs Brian Peña, Inquiry Team Lead Steven Sedky, Inquiry Team Lead Meelissa Tapia, Student Esau Tovar, Steering Committee Michael Tuitasi, Steering Committee Irena Zugic, Steering Committee
(9/7/2018; 9/21/2018)	plus 2 additional continuation work meetings)	
8/22/2018 & 8/24/2018	Departmental Flex Day Exercise: “Program Mapping Pre-Work”	<ul style="list-style-type: none"> All Instructional Departments

Date(s)	Event	Participants and/or Presenters
8/23/2018	Opening Day focused on "The Redesign of the SMC Student Experience" (keynote addresses by Dr. Fredrick Corey, ASU and Dr. Irene Malmgren, Mt. SAC)	<ul style="list-style-type: none"> • 600+ Cross-Functional Participants (Instructional Faculty, Counseling Faculty, Administrators, Classified Staff)
8/31/2018	Sorting Day Revisited: Analysis of Sorting Day Results and Refined Recommendations for Meta-Majors	<ul style="list-style-type: none"> • Curriculum Committee Members • Department Chairs and/or discipline designee(s) • Redesign Steering Committee
9/13/2018 – 9/15/2018	AACC Pathways Institute #2: Redesigning Student Intake and Support Systems: Scottsdale, AZ	<ul style="list-style-type: none"> • Brenda Benson • Guido Davis Del Piccolo • Laurie Guglielmo • Kathryn Jeffery • Maria Muñoz • Delores Raveling • Michael Tuitasi • Irena Zugic
9/17/2018	Visit to Arizona State University: Tempe, AZ	<ul style="list-style-type: none"> • Brenda Benson • Melanie Bocanegra • Guido Davis Del Piccolo • Marc Drescher • Kiersten Elliott • Laurie Guglielmo • Jose Hernandez • Kathryn Jeffery • Kristin Lui-Martinez • Jenny Merlic • Elisa Meyer • Maria Muñoz • Teresita Rodriguez • Steven Sedky • Michael Tuitasi • Irena Zugic
9/18/2018	Visit to Maricopa Community College District and South Mountain Community College: Tempe, AZ	<ul style="list-style-type: none"> • Brenda Benson • Guido Davis Del Piccolo • Marc Drescher • Kiersten Elliott • Laurie Guglielmo • Jose Hernandez • Kathryn Jeffery • Kristin Lui-Martinez • Elisa Meyer • Maria Muñoz • Teresita Rodriguez • Steven Sedky • Michael Tuitasi • Irena Zugic

The Redesign Goals and Objectives: SMC by Fall 2021

- 1. Program Maps:** All students are provided with adaptable program maps (detailed sequence of courses to be taken) for each instructional program (degrees, certificates, and major preparation for transfer).
 - Maps are based on coordination with K-12, 4-year transfer institutions, and industry partners.
 - Learning outcomes ensure equitable preparation to succeed in educational, employment, and/or career goals.
 - Maps include educational cost and expected income/career information.
 - Maps include project-based, collaborative, and applied learning experiences.
 - Maps account for student success in course taking patterns based on data.
- 2. Meta-Majors (tentative title):** All First Time In College (FTIC) students identify a “meta-major” (collection of programs that are considered similar and have related coursework) at the time of application and select a program of study (major) by end of their first academic year.
 - All FTIC students engage in equitable guided career exploration within their first semester.
 - All students have access to contextualized (per meta-major) English, Math and other general education courses.
- 3. Student Support:** All students receive proactive and equitable academic and non-academic support.
 - All students complete an academic and non-academic “strength / needs assessment”.
 - All students are assigned a “student care team” (i.e., success coach, counselor, faculty mentor, peer mentor, ...).
 - All students benefit from universal utilization of a comprehensive "Early Alert" program.
 - All students have awareness and access to learning resources (tutoring, SI, embedded support, online, satellite campuses, ...) to successfully complete courses.
 - All students participate in appropriate onboarding/orientation activities (including families and multiple times per year).
 - All students have academic and non-academic supports based on the student’s availability to access.
 - All students have access to a college bridge program.
 - All students feel “connected” to the college (including communal physical spaces).
- 4. Critical and Gateway Courses:** All students complete a minimum of 9 degree-applicable units in their area of study (meta-major or program) within their first year.
 - All students complete appropriate college-level (or transfer-level, if applicable) English and Math courses in first year.
 - All students have access to embedded academic and non-academic high impact practices to equitably complete critical courses (predict success in a program) and gateway courses (entry level courses for specific programs) including contextualized English, Math and general education survey courses.

5. **Scheduling/Enrollment:** All students have equitable access to required courses as a result of course scheduling that is data-driven and informed by students' availability and comprehensive educational plans.
 - All students have ONE comprehensive educational plan from which to glean data for scheduling.
 - Course scheduling/modality/delivery is most conducive to student equity, completion and success:
 - Course Modality (4-, 6-, 8-, 12-, 16-week, weekend, evening, ...,)
 - Course Delivery (DE, Hybrid, ...).
 6. **Student-Facing Technology:** All students utilize seamlessly integrated, interactive, comprehensive student-facing technology in support of their educational goals.
 - All students have equitable access to a personalized student portal including available financial resources, progress toward completion, and course options.
 7. **Communication & Outreach:** All students receive interactive, coordinated, and targeted communication throughout their SMC experience.
 8. **Professional Development:** The student experience is positively impacted by the strategic, equity-minded, and data-driven professional development of all faculty, staff, and administrators.
 9. **College Community:** All students have a sense of belonging and engage with the college community as a result of the physical and social space provided.
-

Moving Forward

The Redesign of the Student Experience must become “the work of the college” and not an “added on effort”. Therefore, these goals and objectives are being aligned with all existing efforts to ensure that all entities are working in tandem in productive, non-duplicating, non-competing ways. The College Redesign is working to integrate these efforts with the work of DPAC, the Academic Senate and its committees, the Student Equity and Achievement Program (SEAP), Instructional and Non-Instructional departments and programs, and campus organizations, as well as expanding our Student Advisory Squad and other student groups to strengthen the student voice.

While many of the goals and objectives are large and require more design, and planning, multiple areas have been identified where deliverables are possible in this academic year. These include:

Program Maps:

- a) Course sequencing for approximately 60 programs maps.
 - *Remainder of programs will be mapped in future semesters/sessions.*
 - *Integration of recommended GE and elective courses will be done following the initial mapping of all programs.*

Meta-Majors (tentative title):

- b) “Meta-Majors” will be solidified.
- c) Recommendations for “front-loading” guided career exploration at scale will be made.
 - *Integration into Counseling 20 (Student Success Seminar) occurred as a pilot over Summer 2018.*

Student Support:

- d) A comprehensive and coordinated academic and non-academic strength / needs assessment will be designed and ready to be implemented for Fall 2019.
- e) Investigation into best practices and recommendations for assigning students a support team based on strength / needs assessment.
- f) Exploration to strengthen summer bridge programs.
- g) Investigation into and/or development of a “more robust” Early Alert tool that supports internal communication and support for students via predictive analytics.

Critical and Gateway Courses:

- h) Incorporation of the work being done in English and Math regarding AB705 within the Guided Pathways Framework and the Redesign Efforts.
- i) Exploration of best practices to embed academic and non-academic “high impact practices” into critical and gateway courses.

Scheduling/Enrollment:

- j) Inquiry into feasibility of and recommendations for all students having ONE comprehensive educational plan from which to glean data for scheduling.
- k) Inquiry into and recommendations for course scheduling/modality/delivery that is most conducive to student equity, completion and success.

Student-Facing Technology:

- l) Consolidated inquiry into comprehensive technology needs to support the redesign efforts and guided pathways.

College Community:

- m) Recommendations to create an environment in which students feel a sense of belonging and feel connected to other students and staff in the new Student Services Building.

Information Technology Objectives 2018-19

Academic Computing

Objective Computer Lab Implementation and upgrades (continued from 17-18)

Implementation of new computer lab for Engineering 11 class and CSIS department. Install new screen sharing software in Emeritus computer lab. Continue Windows OS and application update and deployment in various computer labs

Contact: Academic Computing
Status: Completed

Objective Computer Lab Hardware upgrades

TERP implementation for A.S. Cayton Lab and Science labs and classrooms. Also, test and evaluate Windows 10 software requirements.

Contact: Academic Computing
Status: In Progress.

Objective Office 365 for Students

Work with Network Services to test, implement and promote Office365 access for all students.

Contact: Academic Computing
Status: In Progress.

Objective Computer Labs Windows 10 upgrade

Identify and upgrade various computer labs to Windows 10 OS. Test and evaluate for software compatibility

Contact: Academic Computing
Status: In Progress.

Objective District Technology Equipment Replacement Plan

To keep campus information technology equipment current in alignment with the College's Technology Master Plan, we will continue planning and replacing outdated faculty, student and staff workstations. Quantities to be determined by 2017-2018 District Budget

Contact: Academic Computing/ Technical Support Services/ CMD
Status: Ongoing

Objective Campus Wide Assistive Technology

To ensure the compliance of technology accessibility requirements for disabilities, miscellaneous software/equipment will be purchased/renewed/installed throughout the year.

Contact: Academic Computing
Status: Ongoing

Objective Campus Wide Software Update

To keep campus information technology software applications current in alignment with the College's Technology Master Plan, the District has committed funds for identified core requirement campus-wide software such as the Microsoft Campus Agreement, anti-virus/malware software, Adobe Creative Cloud Suite, and other system management tools.

Contact: Academic Computing
Status: Ongoing

Objective Departmental Instructional Technology Needs (continued from 17-18)

To respond to the technology needs stipulated by SMC constituents, implement recommended departmental technology requests for specific and miscellaneous software/equipment, and other technology accessories. Art (Corel Paint), CSIS (Captive, QuickBooks, MatLab), and Modern Language (Sanako, SANSpace, Transparent Language, Rosetta Stone, Wimba). CMD (2nd Projector, rear camera and Kaleidescape in Auditorium CMD Room 180, IP TV in classrooms,

Contact: Academic Computing/ CMD
Status: In planning

Center for Media and Design

Objective Virtual Desktop Infrastructure (VDI) (Continued from 17-18)

To help address the needs of CMD students, a VDI environment implantation is underway in a special use lab. If successful, this lab would become a standard for future lab deployments.

Contact: CMD
Status: In Progress

Objective New computer classroom CMD

To meet the technology needs of CMD students, a new computer classroom is needed in room 128.

Contact: Brant Looney
Status: In planning

Objective Mobile remote computer classroom CMD

In response to a technology need for a mobile computer classroom using low end laptops accessing high end workstations at CMD's data center via HP RGS.

Contact: Brant Looney
Status: In Planning

Information Technology

Objective College Technology Resource Disaster Recovery Plan (continued from 17-18)

To protect critical SMC data and ensure solid business continuity, we will continue to evaluate, plan, and implement the disaster/recovery process and procedure of mission critical services and applications, the SMC website, faculty/student ISIS portal access, and other identified needed technology resources during a disastrous event.

Contact: Information Technology
Status: Pending

Objective Review & Update Computer Usage Policies & Procedures (continued from 17-18)

We will continue to work with the HR, College administration and participatory governance committees to review and update existing IT user policies and user account management. To enhance the effectiveness of our IT operations and strengthen information security, the District community needs to be trained about proper usage of IT resources

Contact: Information Technology
Status: Completed

Objective Assess the Need for a Modern ERP Solution

As WebISIS approaches end-of-life, the need to move to a modern ERP solution to meet the needs of the District is approaching. A complete assessment with fit-gap analysis needs to be conducted and a long-term plan needs to be established to ensure the District has a sustainable solution in place.

Contact: Information Technology
Status: Planning

Objective Complete a Master Plan for Technology

The need for a multi-year technology master plan was identified during Accreditation and documented in the Quality Focus Essay. The plan is scheduled to be completed in 2019 with the assistance of a Professional Services group yet to be identified.

Contact: Information Technology
Status: Planning

Objective Create an Information Systems Security Officer Position

Information Security is a growing concern that requires a specialized job classification. This classification will help ensure both logical and physical information security needs are met.

Contact: Information Technology
Status: Approval Process

Objective Secure an Institutional Effectiveness Partnership Initiative Seed Grant

To address the areas of focus identified by Accreditation, Information Technology has applied for an IEPI Seed Grant. If awarded, these funds will be used to address two areas of focus. 1. Transformative Master Plan for Technology. 2. Assess the need for a commercially viable SIS (Student Information System).

MIS

Objective Implement Mobile app for SMC (continued from 17-18)

Mobile app for SMC will be developed using an off the shelf vendor solution. The mobile app will enable students to enroll, access their schedules, and pay fees etc. on their mobile devices.

Contact: MIS/ Management Information Services
Status: Completed

Objective Implement new Orientations program for SMC students (continued from 17-18)

As part of the SSSP requirements for students, a new application for student Orientations will be implemented using a third-party vendor. The application will be made accessible via SSO through the Corsair Connect portal. Waiver was added to allow staff to exclude student from requirement.

Contact: MIS/ Management Information Services
Status: Nearly Completed

Objective Migrate to new version of Banner (continued from 17-18)

To take advantages of the new features and modern interface of the Banner Financial Aid program, MIS will upgrade to Banner 9.

Contact: MIS/ Management Information Services
Status: In Progress

Objective Implement Room Scheduling program (continued from 17-18)

One of the master plan objectives is to implement a room scheduling application for Academic Affairs. MIS will implement a third-party application to streamline and convert a manual paper process to an electronic, optimized scheduling process. MIS will develop data exchange interface between WebISIS and room scheduling application.

Contact: MIS/ Management Information Services
Status: Implementation Stage

Objective Work with LACOE to move to new ERP for HR/Finance (continued from 17-18)

LACOE is moving to a new ERP solution for HR/Finance. SMC has partnered with LACOE to implement the Budget, Financial, Payroll and HR modules as part of the BEST project. This will enable SMC to efficiently conduct business utilizing features of a modern ERP solution.

Contact: MIS/ Management Information Services
Status: In Progress

Objective Implement CCCAssess for placement testing (continued from 17-18)

This will enable SMC students to take the standard statewide assessment tests the CCCAssess Program for appropriately placing at the right levels.

Contact: MIS/ Management Information Services
Status: Cancelled

Objective Upgrade Oracle APEX Tool (continued from 17-18)

To take advantage of new features and to patch existing bugs, we need to upgrade APEX to Version 5 from current Version 4.2.4. Apex is an Oracle tool used for designing Corsair Connect, mProfessor and many other programs on WebISIS.

Contact: MIS/ Management Information Services
Status: Completed

Objective Complete Migration to new oracle Infrastructure (continued from 17-18)

All database instances on HP Unix operating systems, will be migrated to RedHat Linux to strengthen the WebISIS infrastructure and as part of the disaster recovery project. As part of the migration, database instances for WebISIS will also be upgraded and converted into the latest 12c container PDBs.

Contact: MIS/ Management Information Services
Status: In Progress

Objective Evaluate/Implement solution for electronic refunds (continued from 17-18)

Partnering with Bankmobile, SMC is implementing electronic fund disbursement using smart card technology. The card will function as student ID card, bank card and transit card.

Contact: MIS
Status: In Progress

Objective Oracle Forms Migration to Apex

Oracle Forms is an aging technology that will reach end-of-life status in 2010. To ensure viability of SMC business operation and extend the lifespan of our current system, Oracle Forms are being redeveloped using Oracle Apex technology. This will help extend the life of WebISIS until a commercial system is implemented. This is a momentous effort will take the department well into the next year.

Network Services

Objective Security Assessment (continued from 17-18)

Conduct an SMC security assessment with the State Technology center. Review the assessment recommendations with IT administration and develop an implementation plan.

Contact: Network Services
Status: Completed

Objective Desktop Security Updates (continued from 17-18)

Replace desktop security management platform to incorporate advanced next generation security protections and enhancements. Upgraded McAfee software agreement.

Contact: Network Services
Status: Completed

Objective Single Sign on (continued from 17-18)

Expand Shibboleth deployment and implement Portal Guard to enable integrated Single Sign-on for all capable SMC internal and external services. This will allow us to support CCC initiatives such as CCC OEI (Open Education Initiative) CCCApply,

Contact: Network Services
Status: Completed

Objective Phase 2 Single Sign on

Expanding Single Sign on usage to Academic Works and additional services as required to simplify user computer login process and add enhanced features such as password recovery and multi factor authentication to improve campus security. In coordination with MIS, SSO for Corsair Connect is tentatively planned.

Contact: Network Services
Status: Planning

Objective 2nd 10G Internet Connection

To improve SMC student, faculty and staff user experience we are installing the CCC provided 10G internet connection at the CMD campus providing increased internet bandwidth to the college.

Contact: Network Services
Status: In Progress

Objective Upgrade Campus Firewalls

To provide internet speeds at the 10G capacity the existing campus Firewalls will be upgrade to newer faster versions.

Contact: Network Services
Status: In Progress

Objective Refresh end-of-life Networking Equipment

Replace Core Networking equipment coming to end of life July 2019 and refresh older switching equipment to continue providing reliable network services.

Contact: Network Services
Status: In Progress

Objective Citrix Server Farm Upgrade

Upgrade Citrix Server Farm to latest versions providing enhanced security performance and reliability for remote access services for student GIS labs, Staff and Faculty.

Contact: Network Services
Status: In Progress

Objective Cloud Backup and Disaster Recovery

To meet compliance requirements and improve SMC business continuity we are moving our tape backups, migrating services and identifying ways of failing over to cloud services in the event of outages.

Contact: Network Services
Status: In Progress

Objective Campus Server Operating System Upgrades

To provide continued support for Microsoft Windows server, we will upgrade servers running older versions to maintain support from Microsoft and other software vendors providing a more stable operating environment.

Contact: Network Services
Status: Ongoing

Objective Expand the use of cloud services (continued from 17-18)

The IT department is assessing the feasibility of expanding the use of cloud services that will allow faculty, staff and programs to increase services to students. Under evaluation, is the option to migrate on campus Exchange email services to Office 365 Cloud .

Contact: Network Services
Status: In Progress

Technical Support Services

Objective Center for Media Design (continued from 17-18)

Implement voice/data/Internet services for new facility. Including relocating existing AET infrastructure and instructional equipment from Airport Campus.

Contact: Technical Support Services
Status: Completed

Objective Smart Classroom & Smart Cart Upgrade (continued from 17-18)

50 mobile projection carts equipped with aging laptops to be replaced with current model and upgraded software.

Contact: Technical Support Services
Status: Completed

Objective Student Services Building

Assist with implementing computer, telecom and A/V technology, supplying network infrastructure. Assist with Faculty and Staff moves when building opens.

Contact: Technical Support Services / Network Services
Status: In Progress

Objective Math / Science Building

Assist with planning and implementing computer, telecom and A/V technology, supplying network infrastructure. Assist with Faculty and Staff moves when building opens.

Contact: Technical Support Services / Network Services
Status: Planning

Objective Windows 10 upgrades of all Faculty& Staff computers

Migrate from Windows 7 to Windows 10. Replace incompatible/older computers as needed.

Contact: Technical Support Services
Status: Ongoing

Objective Uninterruptable Power Supply Replacement (continued from 17-18)

Continue the replacement of Uninterruptible Power Supplies in data closets across multiple District sites and campuses.

Contact: Technical Support Services
Status: In Progress

Significant Data Trends, Observations, and Recommendations of the Institutional Effectiveness Committee 2017-2018

Institutional Effectiveness (IE) is the systematic and continuous process of measuring the extent to which a college achieves its mission, as expressed through the goals and strategic objectives developed in an education master plan. The Academic Senate Joint Institutional Effectiveness Committee (IE Committee) provides input into the IE process, engages in activities to support the College's assessment of IE each year, and reports to District Planning and Advisory Council (DPAC) the areas of the college needing attention based on the College's performance on the IE metrics. This report provides a summary of the activities of the IE Committee during the current academic year as well as significant data trends and observations based on SMC's performance on the IE dashboards to inform the development of the 2018-2019 Master Plan for Education annual objectives.

Committee Scope and Functions:

Scope:

The IE Committee reviewed and modified the committee's scope. The current scope reads: The Institutional Effectiveness Committee helps district units to achieve and sustain proficiency in the formulation, assessment, and analyses of effectiveness measures to inform the Program Review and Institutional Planning processes as well as aid in the preparation of periodic accreditation self-evaluations.

Committee Functions:

The IE Committee updated its functions which now read as follows:

- Reviews and analyzes the college's performance on the IE Metrics
- Coordinates with the Curriculum and Program Review Committees on issues related to institutional effectiveness
- Ensures that instructional, non-instructional and administrative units understand the importance of outcomes analysis and its role in the ongoing cycle of outcomes definition, assessment, and revision
- Sustains the infrastructure for reporting and collecting outcomes data (Outcomes Portal)
- Facilitates the linkage between the Office of Institutional Research and the planning process through the identification and analysis of institutional data such as student engagement, campus climate, and other surveys
- Makes recommendations to DPAC especially in regard to the development and assessment of the College's strategic initiatives
- Reviews institutional level outcomes data to inform program and institutional decision-making and planning
- Makes recommendations for Institution Set Standards and Target Goals for IE Metrics

Review of the IE Dashboards:

The institutional effectiveness process at Santa Monica College follows a five-year cycle as target goals are set for five year timelines. The last five-year cycle concluded in 2015-2016. The 2017-2018 year is the second in the current institutional effectiveness cycle (2016-2017 to 2020-2021). During the current academic year, the IE Committee conducted a comprehensive review of the indicators and the information they provide.

- The review resulted in the following revisions and expansions to the IE Dashboards:
 - Academic Dashboard: Includes momentum points that align with the Guided Pathways framework
 - Fiscal Dashboard: Includes more detailed metrics
 - College Infrastructure Dashboard: Added three new metrics, including one metric regarding technology*¹
 - Collegiality Dashboard: Added metrics regarding employee satisfaction and campus climate, which reflect findings from the [College Employee Satisfaction Survey](#)²
- IE Indicators to be included in future dashboards:
 - Additional IT metric
 - Outcomes for Bachelor's degree students
 - Outcomes for non-credit/adult education students
 - Additional counseling metric

Recommendations of the IE Committee:

The Committee presents three recommendations to the DPAC for consideration. The recommendations are informed by significant trends observed in the college data on institutional effectiveness.

1) Equity Dashboard

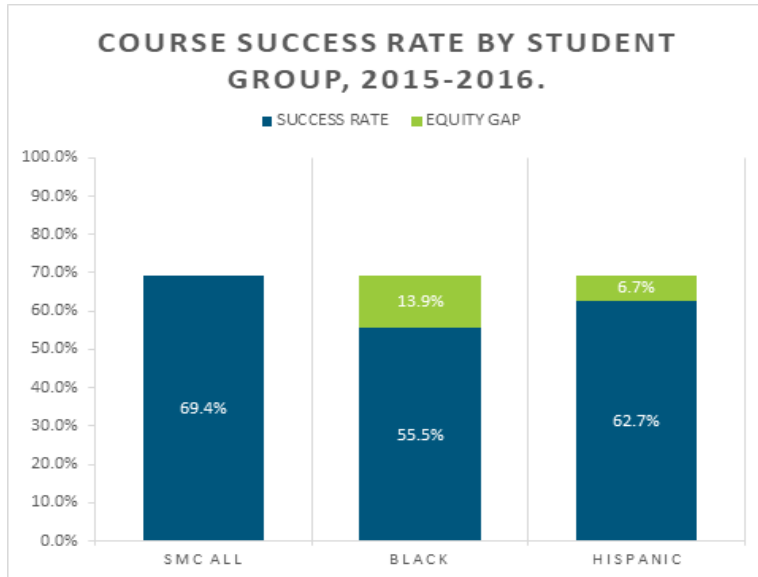
The IE Committee recommends the following during the redesign of the student experience to address the longstanding equity gaps in student success:

- **institutional decision making and actions keep central the impact on target populations identified as having the largest equity gaps**
- **the equity gaps found in both the course success and transfer rate metrics inform the evaluation of existing efforts and creation of new efforts**

¹ Identified as a goal in 2017 IE DPAC Report

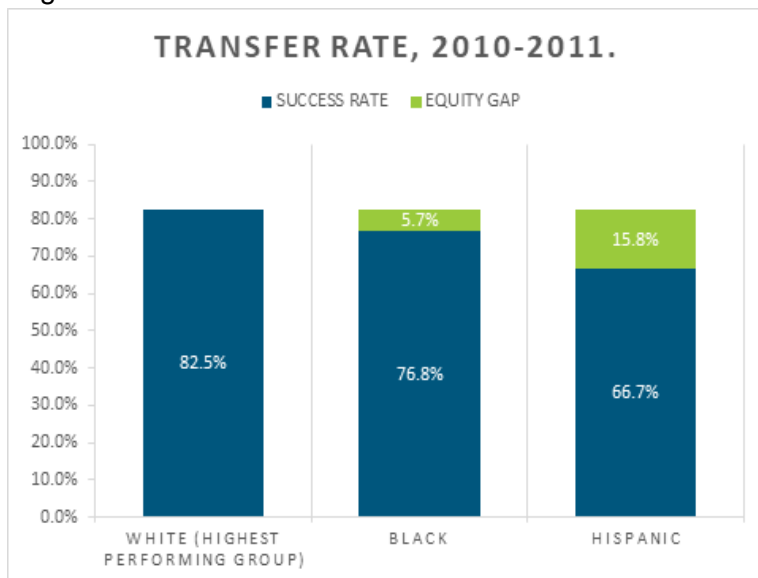
² Identified as a goal in 2017 IE DPAC Report

Figure 1. Course Success Rate for 2015-2016 of Black and Latinx (Hispanic) Students



The data revealed that gaps continue to exist in terms of course success for Black and Latinx (Hispanic) students as compared to all SMC students (see Figure 1), but the impact was greatest for Black students.

Figure 2. Transfer Completion Rate by 2015-2016 of Black and Latinx (Hispanic) Students who began in 2010-2011



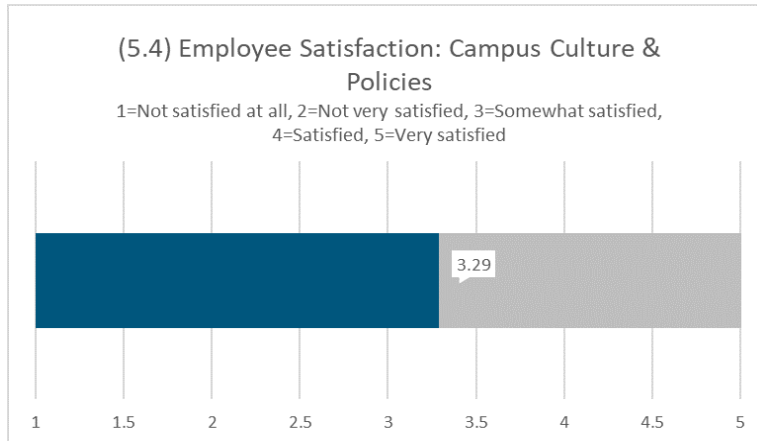
Upon further analysis, the IE Committee found that equity gaps existed again among Black and Latinx (Hispanic) students seeking to transfer³ (see Figure 2), but here the impact was greatest for Latinx (Hispanic) students.

³ Transfer data is pulled from the California Community Colleges Chancellor's Office Data Mart system, which is based on a six-year cohort tracking model. Note that the course success data came from the SMC [2015-2016 SMC Student Equity Plan](#) and the two metrics are based on different populations and the equity gaps are calculated in different ways.

2) Collegiality Dashboard 5.4 and 5.5

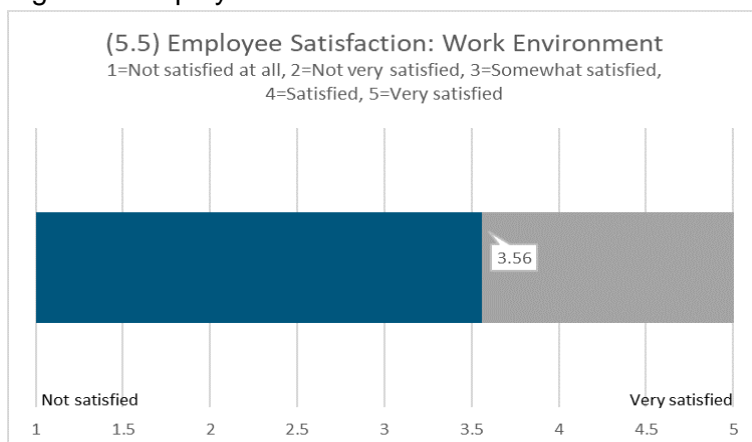
The IE Committee recommends that the College explore actions that improve the collegial environment.

Figure 3. Employee Satisfaction: Campus Culture & Policies



In the 2017 College Employee Satisfaction Survey, SMC employees were least satisfied with institution-wide communication. The survey asked employees to rate the importance of and satisfaction with 30 items related to campus culture and policies. The average satisfaction rating overall was 3.29 (see Figure 3), meaning that overall the College was somewhat satisfied. The three lowest scoring survey items were the following: a) Employee suggestions are used to improve our institution; b) There is good communication between staff and the administration at this institution; and c) There are effective lines of communication between departments. These items scored between 2.73 and 2.93 on the above Likert scale, with a performance gap ranging between 1.5 - 1.73. It is important to note that the performance gap is based on the difference between the participant's value of importance and satisfaction with the College's performance.

Figure 4. Employee Satisfaction Work Environment



The 2017 College Employee Satisfaction Survey asked employees to rate the importance of and satisfaction with 21 items related to work environment. The average satisfaction rating overall was 3.56 (see Figure 4), meaning that overall the College was somewhat satisfied. The two lowest scoring survey items were the following: a) My department has the budget needed to

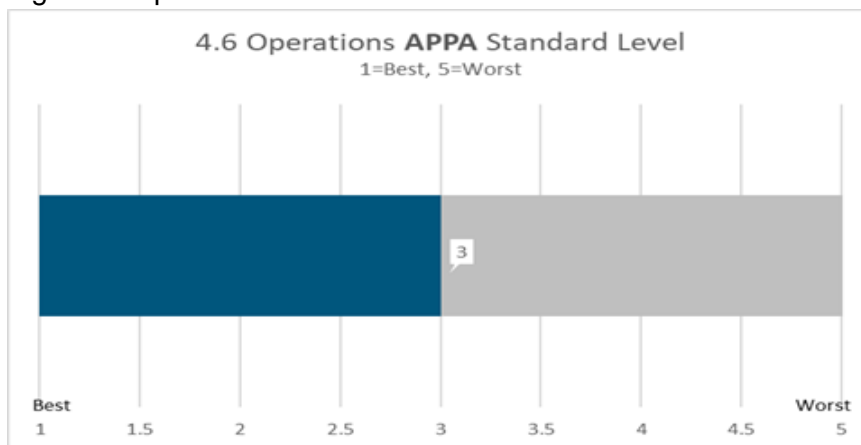
do its job well; and b) My department has the staff needed to do its job well. These items scored between 2.73 and 2.75 on the above Likert scale, with a performance gap ranging between 1.87- 1.92. It is important to note that the performance gap is based on the difference between the participant's value of importance and satisfaction with the College's performance.

3) College Infrastructure Dashboard 4.6

Given the changing footprint of the college facilities, IE recommends that the College further research and address factors that contribute to the current Association of Physical Plant Administrators (APPA) Operations rating.

The [APPA](#) publishes staffing guidelines for educational institutions based on a five level of cleanliness standard; based on the College's ratio of square footage to staffing levels, the College's current expectation is for facilities to meet a level 3 standard (see Figure 5). Per [APPA research](#), they currently recommend a level 1 or 2 standard as a means of maximizing student success. It should be noted that the type of facility affects staffing levels. For example, laboratory facilities require different levels of staffing than classroom or offices.

Figure 5. Operations APPA Standard Level



The College's current strategic plan emphasizes improving facilities and technology infrastructure, integration and staffing, particularly as new buildings are planned and constructed. To operationalize the strategic goal, 2018 Program Review Committee Report outlined the need to develop a maintenance and replacement plan to address the level of custodial servicing and maintenance of facilities across all campuses as one of its observations based on overarching trends/needs.

**PRESENTATIONS/REPORTS/ACTIONS AT BOARD OF TRUSTEES MEETINGS
2017-2018**

The following list comprises presentations/reports/actions at Board of Trustees meetings related to Board Goals and Priorities (*revised for each fiscal year*), strategic Initiatives, and institutionalized programs. Routine recommendations for Consultants/Contracts, Human Resources, Facilities and Fiscal that support Board Goals and Priorities, strategic initiatives and institutionalized programs are not included.

Attached:

- Board of Trustees Core Priorities¹
- Strategic Initiatives 2017-2022²
- Accreditation Recommendations³
- Master Plan for Education Institutional Objectives⁴

Date of Board Meeting	Major Presentation/Report/Action
June 5, 2018	Action: 2018-2019 Tentative Budget ^{1 (#9), 2 (#6)} Action: Five Year Construction Plan ^{1(11), 2(5)} Action: Second Reading and Approval Board Policy Chapter 3 Institution ³⁽⁴⁾ Action (Consent Agenda): New Full-Time Faculty (#3)
May 1, 2018	Information: Results of Sale of General Obligation Bonds ^{1 (#9), 2 (#6)} Report: Strategic Enrollment Plan ^{1(1,2), 4(7)} Report: 2017-2018 Quarterly Budget and 311 Q ^{1 (#9), 2 (#6)} Action: First Reading Board Policy Chapter 3, General Institution ³⁽⁴⁾
April 3, 2018	Action: Resolution to Support Funding for Non-CDCP Programs ^{1(9),2(6)} Action: Award of Bid – Early Childhood Lab School ^{1(11), 2(5)} Action: Contract for Parking Management Services ²⁽⁵⁾ Report: Community Relations/Institutional Communications ^{1(8,10), 2(3)}
March 20, 2018 Board Study Session	Action: Certification of Accreditation Follow-Up Report Report: Budget – Post Supplemental Retirement Plan ^{1(9),2(6),4(5)} Update: SMC Emergency Preparedness Activities/Crisis Prevention Team and Wellness and Wellbeing Services ^{1(1)(8), 2(1), 4(10)}
March 6, 2018	Report: Actuarial Study of Retiree Health Liabilities, 2015 Update ^{1(#9), 2(#6)} Action: Resolution Authorizing the Issuance and Sale of General Obligation Bonds ^{1 (#11) 2 (#5)} Action: Resolution Authorizing the Issuance and Sale of General Obligation Refunding Bonds ^{1 (#11) 2 (#5)} Report: Disabled Students Program and Services ^{1(#1, #2), 2(#1)} Update: Accreditation ³
February 6, 2018	Report: Concept Design for Math/Science Building ^{1 (#11) 2 (#5)} Action: Receipt of Audit Reports ^{1 (#9), 2 (#6)} Report: 2017-2018 Quarterly Budget and 311 Q ^{1 (#9), 2 (#6)}
January 16, 2018	Report: SMCCD Capital Outlay Program Bond Project ^{1 (11) 2 (5)} Report: Integrated Plan – 2017-19, SSSP, Basic Skills Initiative and Student Equity ^{1(1)(2)(3), 2(1), 4(8)} Action: 2018-2019 Nonresident Tuition Rate ^{1(9),2(6)}
December 5, 2017	Action: SMC Minimum Wage ^{1(#1)} Report: AACC Pathways 2.0 Program ^{1(#1), 2 (#2), 4(#6)}

	Action (Consent Agenda): New Full-Time Faculty ^{1(#5), 2(#4), 4(#2)}
November 7, 2017	Action: Resolution to Restore the Proposition 98 Test 3B Reduction ^{1 (#9), 2 (#6)} Resolution; Supplemental Retirement Incentive Program ^{1 (#9), 2 (#6)} Action: Naming of KCRW Building Entrance Lobby in Recognition of \$500,000 Gift from the S. Mark Taper Foundation ^{1 (#9, #10), 2 (#6)} Information: SMC Diversity Report ^{1 (#5), 2 (#4), 4 (#2)} Report: 2017-2018 Quarterly Budget and 311 Q ^{1 (#9), 2 (#6)} Report: Sustainability and Transportation Update, 2015-2016 ^{1 (#12)}
October 3, 2017	Information and Action: Deferred Action for Childhood Arrivals (DACA) ^{1 (#1, #8), 2 (#1)} Action: Energy Services Contract ^{1 (12), 2 (#5)} Action: Agreement for Architectural Service – Math Science Addition ^{1 (#11) 2 (#5)} Report: Minimum Wage (Student Workers) ^{1 (#1) 2 (#1)}
September 11, 2017	Joint Meeting with SMMUSD Board of Education ^{1 (#10)}
September 5, 2017	Report: Workforce and Economic Development ^{1 (7) 2 (2)} Action: Adoption of 2017-2018 Budget ^{1 (9) 2 (6)} Action: Equal Employment Opportunity Plan ^{1 (5) 2 (4)} Action: Agreement for Construction Management Services for Bond Construction Program Legacy Projects ^{1 (11) 2 (5)} Action: Board of Trustees Core Priorities, 2017-2020 ²
September 2017	Starting September 2017, the list of presentations/reports/actions at Board of Trustees meeting are mapped to the Board's Core Priorities ¹ , Strategic Initiatives 2017-2022 ² , Accreditation Recommendations ³ , and Master Plan for Education Institutional Objectives ⁴ .
August 1, 2017	Action: Public Hearing and Adoption of Education Protection Account (#3, #11) Action: Early Retirement Incentive Program (#11)
July 11, 2017	Action: Appointments to Citizens' Bond Oversight Committee (#11) Report: Facilities Master Plan Update (#18, #21) Action: Contract for Consultant Services – Outdoor Classroom and Amphitheater (#18) Action: SMC Mission Statement (Accreditation Recommendation #1) Report: Grants Office Annual Report, 2016-2017 (#11) Action (Consent Agenda): New Full-Time Faculty (#3)

PROGRAM REVIEW COMMITTEE REPORT 2018

Introduction

Program Review is the process through which Santa Monica College ensures that every program, department, administrative and support unit engages in ongoing self-evaluation thereby directly supporting the College Mission as a measure of institutional effectiveness through the lens of each program. The review process is structured with specific prompts to which programs must respond, including demonstrating how program goals and functions support and align with the institutional mission.

Programs must analyze data (provided by Institutional Research or other sources) to support assertions of program effectiveness and identify areas of improvement. Institutional Research provides a common dataset to instructional programs, works with student and instructional support programs to collect and analyze effectiveness data, and assists administrative programs to report on outcomes assessments and describe any program response to the results. Department Chairs also have access to Tableau – a software program that provides assistance in data analysis by generating reports which can be used in preparing six-year program reviews.

The program review process and the documentation it provides is a resource for institutional planning, decision-making, and resource allocation. Through identification of overarching trends and needs noted in the Program Review Annual Planning Summary of all programs, the process contributes to framing institutional discussion around institutional effectiveness and goal setting for student learning and achievement.

The Program Review Annual Planning Summary, unlike more targeted reports such as the Technology or Facilities plans generated by other institutional planning bodies, presents an institutional overview identifying overarching trends and needs, contributing to an integrated planning process. To provide the most current information, the report covers a *calendar year* rather than an academic year. Thus, this report includes reviews submitted during the Spring and Fall of 2017.

Committee Membership

Chair: Vicki Drake, Faculty, Earth Science

Vice Chair: Erica LeBlanc, Administrator, Academic Affairs

Faculty:

Sharon Jaffe, ESL

Stephanie Amerian, History

Lesley Kawaguchi, History

Jo Hao, Design Technology

Vanessa Van Wormer, Dance

Lisa Farwell, Psychology (Fall 2017) **

Steve Hunt, Library (Fall 2017) **

Administrators

Katharine Muller, Academic Affairs (Fall 2017) *

Laurie McQuay-Peninger, Grants

Patricia Burson, Library (Spring 2018) **

Ferris Kawar, Sustainability (Spring 2018) **

* Last semester on committee

**First semester on committee

Resources

Christopher Gibson, Institutional Research

Brenda Antrim, Library

Nate Donahue, Art History

Programs Reviewed and Reports Accepted Spring 2017 and Fall 2017.

The following programs submitted a six-year program review report in either Spring 2017 or Fall 2017. All were accepted by a unanimous vote of the committee:

Spring 2017

- Earth Science
- Student Life
- Learning Support Services
- English
- Athletics

Fall 2017

- Disabled Students
- Health Services
- Human Resources

2017 Recommendations for Institutional Support for Specific Programs

The following Recommendations for Institutional Support for Specific Programs were generated, discussed, and accepted by the Program Review Committee by a unanimous vote.

- **Earth Science:**
 - Review college's maintenance and support provided for the Planetarium Program, including staffing, budget and the reporting organization.
 - Explore possibilities for external support for the Planetarium Program through the Foundation (e.g., corporate sponsorships, planetarium club).
 - Consider the weekly teaching hours (WTH) allocated to the department and space allotted for the Photovoltaic program.
- **Student Life:**
 - The institution should review Board Policies and Administrative Regulations regarding the use of faculty advisors for student clubs and consider revising them to allow for more faculty to serve as club advisors.
 - The institution should include, during planning discussions, those Associated Student supported projects that have campus-wide impact to ensure that coverage or contingency plans are developed.
 - The institution should consider a tracking system for collecting data on service learning.
- **English**
 - Add whiteboards to dedicated English classrooms.
 - Explore providing TIMS data for individual faculty.
 - Investigate ways and possible formulas for providing consistent support to Instructional Assistants.
- **Athletics**
 - Support the department's strategies for improving the academic performance of and success achieved by athletes.
 - Prioritize the automation of the eligibility verification process because it affects all disciplines and enrollment of a large population of students.
- **Disabled Students**
 - The college needs to consider providing sufficient institutional support for 508 compliance (this is not a DSPS issues but an institutional issue).
 - When revising the Administrative Regulations, the college should ensure that the ARs related to DSPS services are done in consultation with the experts in DSPS

- **Health Services – Student Health Office and Center for Wellness and Wellbeing**
 - Support the integration of the Health Services Office and the Center for Wellness and Wellbeing facilities when other offices are emptied as a result of the moves to the new Student Services building.
 - Consider the need for real-time data entry with Health Services’ desire for additional desktop computers for exam rooms.

- **Human Resources**
 - Ensure that the Office of Human Resources (its structure, staffing levels, technological resources, etc.) are considered and incorporated in institutional strategic planning efforts.
 - Support the pursuit of more diverse and qualified applicant pools.

Observations of Committee based on Overarching Trends/Needs

The following Observations of Committee based on Overarching Trends and Needs were generated, discussed, and accepted by the Program Review Committee by a unanimous vote.

1. Ensure core course SLOs align with the related Program Learning Outcomes.
2. Ensure that all non-academic programs have Unit Outcomes that are assessed and measured on an annual basis. Ensure also that assessment results are evaluated and analyzed to inform decision making.
3. Develop a maintenance and replacement plan to address the level of custodial servicing and maintenance of facilities across all campuses. Additionally, provide sufficient staff for maintenance and support.
4. Develop a process for determining priorities to support and maintain effective student success initiatives should state funding decrease or end.
5. Engage in more targeted outreach with local high schools and middle schools to promote SMC as a viable and respected higher education option.



Annual Report 2017-2018

SANTA
MONICA
COLLEGE



ANNUAL REPORT FOR 2017-2018

INTRODUCTION

The year that was 2017-18 saw milestones and achievements at Santa Monica College that continued to build upon a legacy of distinction, and represented major steps forward into a future where every student will, hopefully, have a greater possibility of success than before. The list of accomplishments presented below is only a snapshot—there are many more throughout the following pages that could not be highlighted here. I hope you will take the time to read the annual report: it is a comprehensive document, which attempts to showcase all the accomplishments of SMC’s programs. None of this would have been possible without the tireless work of this college’s faculty, classified employees, managers, and administrators.

Here are a few of 2017-18’s key highlights and accomplishments:

- Roughly two years after Santa Monica College went through a rigorous accreditation process and submitted a self-evaluation report to The Accrediting Commission for Community and Junior Colleges (ACCJC) in August 2016—a process that included an accreditation site visit in October 2016 and a reaffirmation of accreditation for 18 months—I was notified on June 13 that Santa Monica College’s accreditation was reaffirmed for the remainder of the accreditation cycle. The Commission noted that SMC had addressed all the recommendations. The next comprehensive review will occur in the fall of 2023. This piece of news was a great way to end this academic year!
- For the 27th straight year, Santa Monica College transferred more students to the University of California than any other California community college. SMC sent a record 1,194 students to UC campuses in 2016-17, and also continued in the top spot for African American and Chicano/Latinx UC transfers. Plus, SMC maintained its No.1 position for transfers to the University of Southern California and Loyola Marymount University.
- June 12, 2018 marked two historic milestones: it was the day of the largest-ever graduating class in Santa Monica College’s history—4,918 students earned 6,325 degrees and certificates from SMC. And it was the day of award for SMC’s first 18 graduates of the Bachelor of Science in Interaction Design, a baccalaureate program created after the California Community Colleges Board of Governors selected SMC to be one of 15 colleges to offer four-year degrees as part of a pilot program. A few days prior to graduation, SMC also held a premier “IxD Grad Show”, an industry mixer and celebration of the IxD students’ accomplishments, featuring Ring’s Creative Director as guest speaker.
- In December 2017, SMC celebrated the opening of its newest campus, the \$115 million SMC Center for Media and Design (CMD), which includes the KCRW Media Center. The CMD campus houses SMC’s nine instructional programs focused on media content development and design, including

the baccalaureate program in Interaction Design, and the award-winning film production and journalism programs, among others.

- SMC and the Department of Veteran Affairs (VA) signed an agreement to expand support services for our 2,000+ student veterans, giving them access to a VetSuccess on Campus counselor at the SMC Veterans' Resource Center. SMC is one of 13 community colleges in California to offer this service.
- SMC and the City of Santa Monica broke ground for the Santa Monica Early Childhood Lab School, expected to open in fall 2020, and to be operated by local nonprofit Growing Place. The Lab School will be an infant, toddler, and preschool center where Santa Monica residents and employees (and low-income families) will have priority consideration; the Lab School will also serve as a setting for students in the SMC Teacher Academy to fulfill practicum requirements.
- SMC's Core Performance Center—the physical education facility that opened last year—was certified LEED Platinum, the highest certification level offered by the U.S. Green Building Council. This is the college's first LEED Platinum-rated building.
- Santa Monica College and the SMC Foundation led an effort to provide support to SMC Dreamer students as they faced a deadline for DACA renewal. More than \$25,000 was raised for scholarships to assist SMC's Dreamers; and SMC staff and faculty organized several free DACA Renewal processing events for students and community members. Over 170 members of the SMC community also received training through the Undocumented Ally Program.
- Building upon one of the five strategic initiatives, which came about as a result of a comprehensive strategic planning process conducted in the 2016-17 year *and* as a continuation of an institutional effort to close equity gaps, SMC began exploring the Guided Pathways framework. This is an in-depth look at how the college as a whole may redesign students' experiences here by creating guided academic pathways to help them—especially first-generation students—navigate the giant buffet of academic options. SMC was selected to be part of the American Association of Community Colleges 2.0 national project and in 2017, had also received a \$2 million Award for Innovation from the California Department of Finance that has helped seed the work of guided pathways.
- 49 new courses and nine new programs were approved in the 2017-18 academic year. Plus, 11 courses were approved for distance education delivery, and 46 courses were approved for the Global Citizenship requirement. The college's noncredit education offerings were also significantly enhanced by the approval of six short-term vocational and workforce preparation certificate programs in areas such as Business, Health Sciences, and many more.
- A year after the migration of courses into the new online course management system, Canvas, there was a 10 percent increase in Distance Education FTES from last year. Course offerings also increased to an all-time high of 1,295 sections. And from a No. 5 ranking among California Community Colleges for full-time distance education students, Santa Monica College moved up into the No. 4 position.
- The Young Collegians program—a collaboration between SMC and the Santa Monica-Malibu Unified School District (SMMUSD)—celebrated its 11th summer. Over 70 students are taking part in Young Collegians, which was developed to help high school students transition to postsecondary

education. In 2017-18, a total of 41 dual enrollment classes were offered by SMC at six local high schools, with 13 of those classes at SMMUSD.

- In 2017-18, Santa Monica College built upon its robust Career and Technical Education, and Workforce and Economic Development (W&ED) offerings and initiatives. Highlights included receipt of Strong Workforce Program funding—\$1,229,749 at the local level and \$4,607,063 at the regional level (SMC is a lead for the 19 Los Angeles community colleges, for three initiatives)—to support marketing and development around career pathways developed or already launched in several high-demand areas. In 2017, Santa Monica College was the lead for a regional career pathway program which built upon a successful cloud computing certificate developed in collaboration with Amazon Web Services. SMC’s W&ED also partnered with the Dermalogica Foundation to develop a customized online course for women entrepreneurs in the salon industry. The LA HI-TECH grant neared its completion having served over 1,400 students, with a total of 84 dual enrollment class sections offered in the Information and Communication Technology pathways.
- With a focus on increasing awareness and education around mental health issues—as well as to provide greater support to our students—SMC’s Center for Wellness and Wellbeing, in collaboration with Student Health Services, the Crisis Prevention Team, and community partners held over 40 workshops and also launched a 24/7 emotional support line, an extension of the brick-and-mortar center, which connects callers to community resources.
- An app called SMCGo was successfully implemented and made available on the App Store and Google Play. Over 14,000 users have downloaded the app, which includes user-friendly features such as a mobile version of the schedule of classes, campus maps, events and student success workshops, social media, and more.
- In 2017-18—as of June 1, 2018—Santa Monica College disbursed \$35,839,738 in financial aid, an amount that includes \$27,318,895 paid in Pell Grants to 7,733 students during the same time period.
- SMC’s Grants office submitted 26 grant requests—of these, 15 were funded totaling more than \$5 million in new money for the college, with \$1.8 million to support the 2017-18 academic year directly.
- The annual independent audit resulted in the 11th consecutive year without any financial findings, the best possible outcome. The college also received “an unmodified opinion” on its Federal Single Audit, a separate audit required to be performed on Federal grants; the same outcome was also seen for the Proposition 39 construction bond program.
- The College closed 2016-17 with a general fund balance of \$21,371,774 or 12.38 percent. To maximize revenue the District “borrowed” 2,065.19 credit FTES from summer 2017 to be counted in 2016-17’s apportionment calculation, which generated additional revenue of \$10.24 million. A softening enrollment continues to be the trend—as seen over the past few years not just here, but at community colleges throughout California and the nation.
- In a heartwarming and commendable effort involving several departments and in collaboration with Associated Students and external entities like the Westside Food Bank, SMC significantly increased its efforts towards meeting the needs of food-insecure students. Up to 2,000 pounds of produce

was distributed to students through the weekly Corsair Farmer’s Market and several “food galleys” were set up at locations throughout campus.

- The SMC Foundation distributed more than \$540,000 to 548 students, totaling 718 scholarships in 2017-18.
- In an effort to create budget savings, SMC implemented an early retirement incentive “Supplemental Retirement Program” in fall 2017 for full-time employees. 78 employees took the retirement incentive.
- 2017-18 was a milestone season for The Broad Stage at the SMC Performing Arts Center: its 10th anniversary. The season was kicked off with the summer musical “Born for This” which garnered critical and audience praise, and the most expansive season followed with over 200 performances, including jazz legend Stanley Clarke, mandolin virtuoso Avi Avital, the iconic company Dance Theatre of Harlem, as well as violin prodigy Simone Porter, MacArthur Genius Grant recipient Michele Dorrance, and NYC’s Bedlam Theater Company, among others. The Celebrity Opera Series featured superstars Angela Gheorghiu and Vittorio Grigolo, Jonas Kaufmann, and Elina Garanca. The Broad Stage’s Education & Community Program also served over 20,000 K–12 grade students, and teachers, SMC students and faculty, and community members through an array of interactive programming.
- Santa Monica College’s NPR radio station KCRW unveiled its new home—the KCRW Media Center—at the SMC Center for Media and Design campus, the grand opening of which was held December 2, 2017 (see earlier highlight on CMD opening). Among programming highlights were partnerships with organizations like the Annenberg Space for Photography, the Hammer Museum, and the Hollywood Bowl to produce new seasons of the popular Summer Nights series and World Festival concerts and events attended by over 250,000 people across Southern California, Santa Barbara, and the Central Coast. New original podcasts, documentaries and special reporting series unveiled in 2017-18 included There Goes the Neighborhood; Curious Coast; KCRW Investigates; Going Gray in L.A.; and Off The Block.

In 2017-18, SMC students and academic programs continued to earn accolades, proving to be the best among their peers and upholding the college’s reputation as a pioneer and leader.

- SMC’s Early Childhood Education program was the first in Southern California to receive national accreditation for its Associate degrees. “Life in Color” (directed by SMC alum Bishal Dutta and produced by student Olivia Shapiro) became the fourth SMC student film accepted into the American Pavilion at the Cannes Film Festival. Student-run newspaper The Corsair won a variety of state and national awards, including two national Pinnacle Awards.
- The SMC Debate Team kept up its award-winning record in the region and at the Phi Ro Pi nationals. The SMC Chemistry Club won highest honors from the American Chemical Society—the world’s largest scientific society—as an “Outstanding” student chapter, and also received the Green Chemistry Award from the ACS.
- Multiple career education programs received the honor of being named a “Strong Workforce Stars” by the California Community Colleges Chancellor’s Office, in recognition of meeting outcomes including an increase in earnings for students by 50 percent or more, and attainment of regional

living wage by 70 percent or more: Business Administration, Marketing and Distribution, Children with Special Needs, Office Technology/Office Computer Applications, Software Applications, Journalism, and Interior Design and Merchandising earned “Bronze Stars.” Additionally, “Silver Stars” were earned by the Associate Degree in Nursing, Accounting, and the Solar Photovoltaic Installation Program.

- Last but not the least—SMC athletes also excelled, only a few accomplishments being the Men’s Soccer Team having the best season ever (including a #8 national ranking, a first for the Corsairs) and Women’s Soccer winning the Western State Conference for the first time. Plus, the Men’s Swimming and Diving team finished as conference runner-up for the second straight year.

My deepest gratitude and sincere congratulations go out to the students and employees who have given us so much to celebrate at Santa Monica College. While we face challenges related to enrollment and an uncertain fiscal climate, SMC continues to prove itself resilient, creative, and dedicated to the highest possible level of excellence. I have no doubt that this college will continue to retain its high standing in this state, in the nation, and in the world.

And, finally, I thank the SMC Board of Trustees for their leadership and vision, which continues to be a beacon for all of us.

Kathryn E. Jeffery, Ph.D.
SMC Superintendent/President

Strategic Enrollment Management Plan

2016 - 2020

MAY 2018 UPDATE

Authored by:

Teresita Rodriguez, Vice President, Enrollment Development

Michael Tuitasi, Vice President, Student Affairs

**Brenda Benson, Sr. Administrative Dean, Counseling,
Retention, and Student Wellness**

Dr. Esau Tovar, Dean, Enrollment Services

Dr. Delores Raveling, Interim Dean, First Year Programs

Denise Kinsella, Interim Dean, International Education

Dr. Dione Carter, Dean, Noncredit/External Programs

**Maral Hyeler, Interim Associate Dean, Instructional Services
and External Programs**



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Introduction and Executive Summary

Strategic Enrollment Management (SEM) is a guide to help the College achieve its enrollment goals. It is guided by the College mission, vision and goals, the Board of Trustees priorities, and the Strategic Plan. It is an equity-minded, dynamic, iterative plan that shifts constantly. The following report provides an update as of May 1, 2018. It is not meant to be an exhaustive list of initiatives and much detail is excluded from this update, as the College strives to maintain some competitive advantage. Details are kept within functional areas with primary responsibility for their execution. The following provides some background and plans for the future.

Introduction

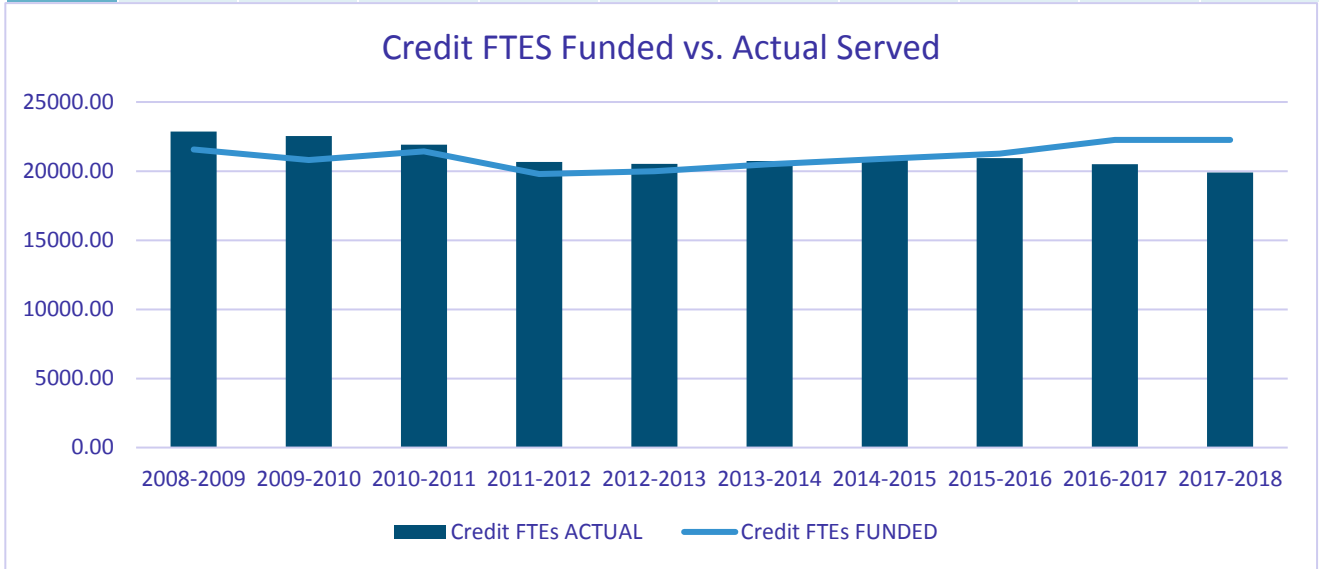
Nationwide, community college enrollment began to decline in 2011 due to several reasons. Overall, community college enrollments nationwide have declined by 16% between 2010 and 2015. During the same period, the unemployment rate went from 9.6% to 5.3%. *(source: EAB)* The continued improvement of the economy results in more adults entering the workplace and less seeking training or retraining at community colleges. Additionally, high school graduation rates peaked in 2010 and high school classes are shrinking, and are projected to continue to do so, resulting in a smaller pool of traditionally aged students. *(source: WICHE)* WICHE's *Knocking at the College Door* report states, "The nation is projected to produce fewer high school graduates in all of the 10 graduating classes between 2014 and 2023...The year of the greatest decline is projected to be in 2017..."

Traditionally, community colleges have seen its greatest competition from for-profit institutions promising short term specialized training leading to employment. At the same time, community colleges have marketed themselves as the most economical option. With the pool of eligible students shrinking nationwide, the competition has shifted from for-profits to public four-year institutions, who are also chasing enrollment. Many are offering deep tuition discounts making the "we are less expensive" customary marketing position for community colleges less effective. Additionally, studies show that families are willing to pay more for a guarantee to on-time graduation and a promise of employment placing upon completion. This requires a shift for community colleges as they position themselves to navigate the enrollment changes currently before us.

Santa Monica College is not immune to changing landscape. The following data provides a 10 year comparison of the enrollment trends at Santa Monica College. The data compares funded FTES versus actual FTES served to show unfunded FTES during years of strong enrollment demand and the effects of borrowing as a strategy during times of enrollment decline. As the college enters Stabilization in 2017-18, it is particularly important to understand the actual FTES served, as the College will rebase at the actual rate once the stabilization period ends.

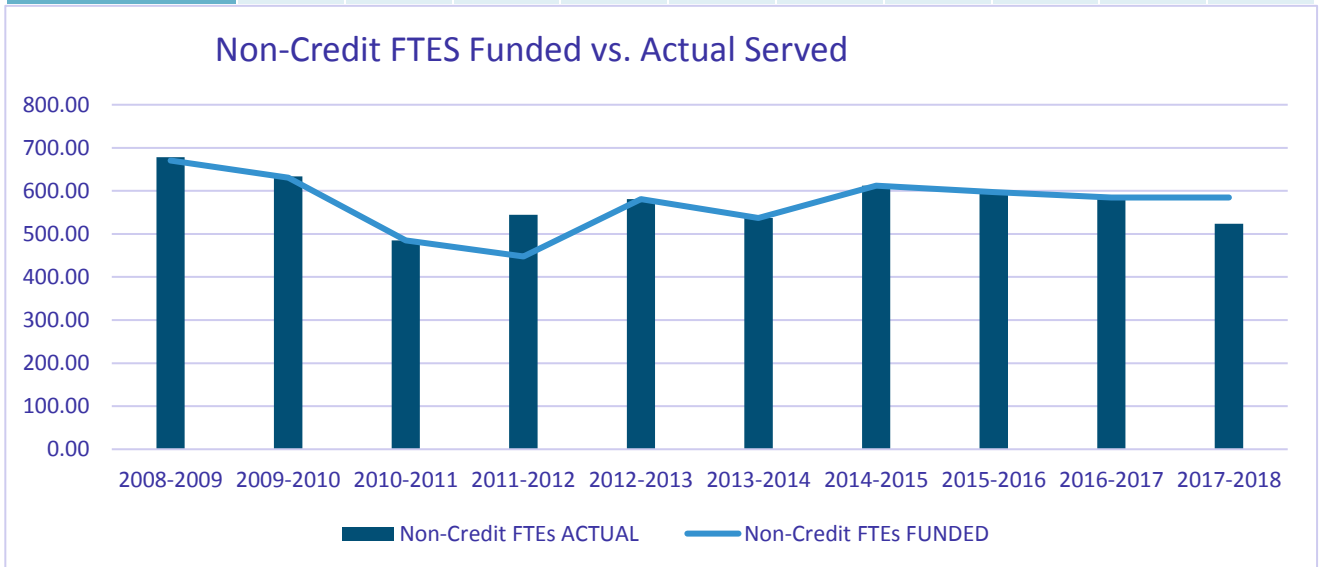
CREDIT FTES

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
ACTUAL SERVED	22859.59	22545.99	21902.48	20657.23	20525.43	20722.33	20903.23	20950.58	20505.97	19896.61
FUNDED	21560.38	20804.29	21427.89	19789.67	19990.02	20508.64	20903.23	21263.86	22257.88	22257.88



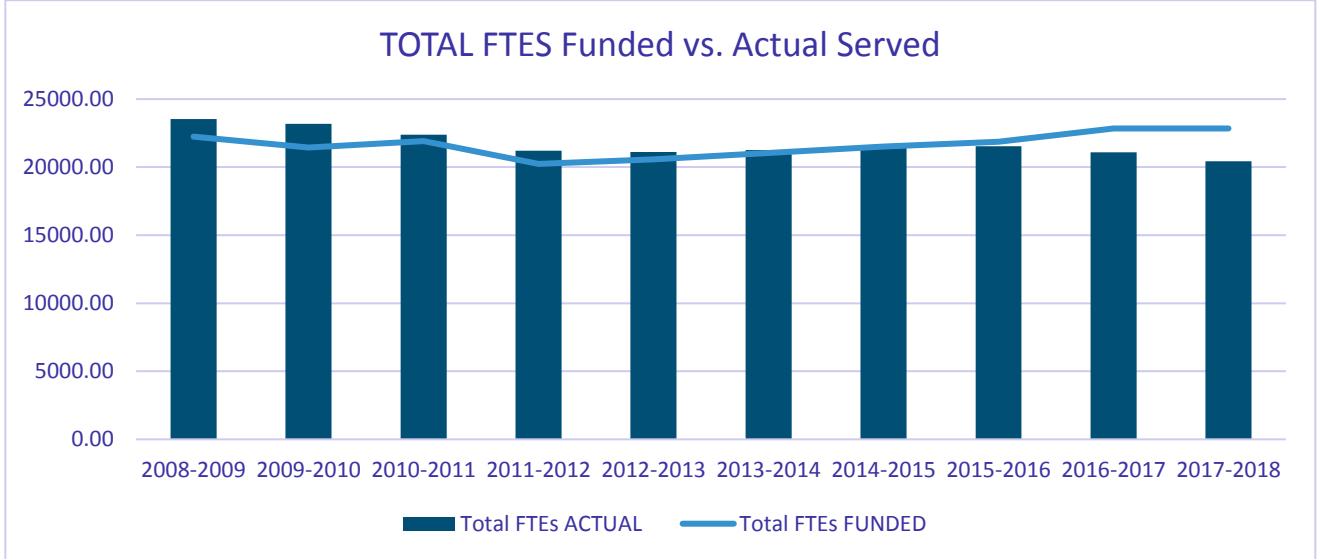
NON-CREDIT FTES

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
ACTUAL SERVED	678.44	633.79	484.71	544.23	580.71	537.35	612.09	597.29	584.50	523.74
FUNDED	670.45	630.56	484.71	447.65	580.71	537.35	612.09	597.29	584.50	584.50



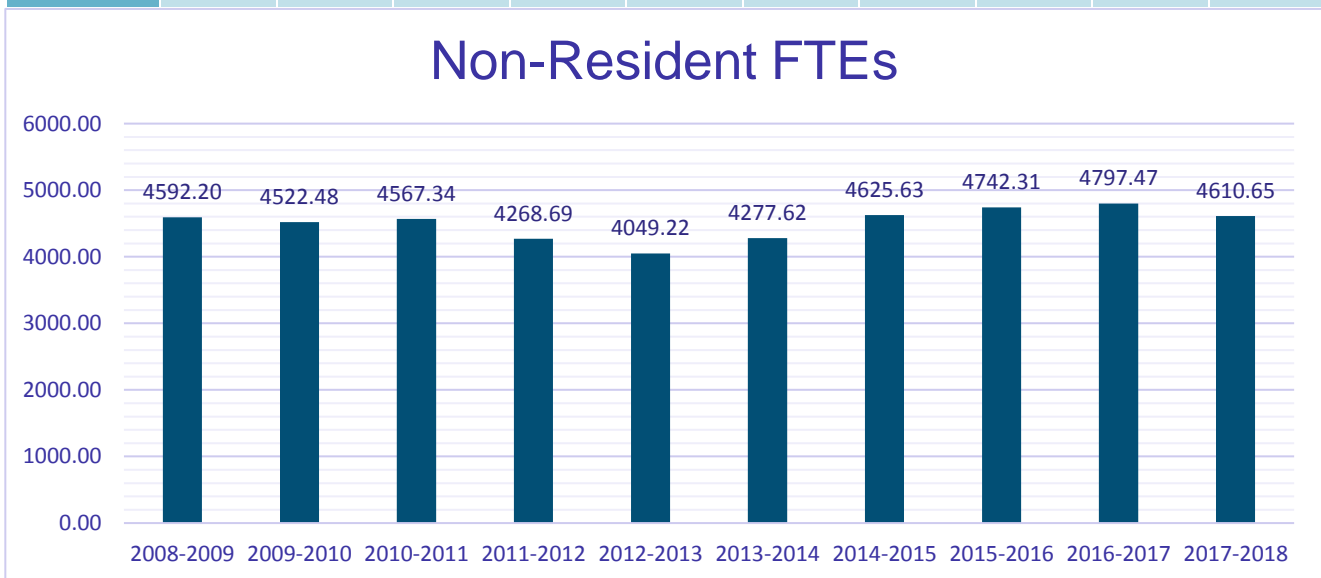
TOTAL FTES

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
ACTUAL SERVED	23538.03	23179.78	22387.19	21201.46	21106.14	21259.68	21515.32	21547.87	21090.47	20420.35
FUNDED	22230.83	21434.85	21912.60	20237.32	20570.73	21045.99	21515.32	21861.15	22842.38	22842.38



NON-RESIDENT FTES

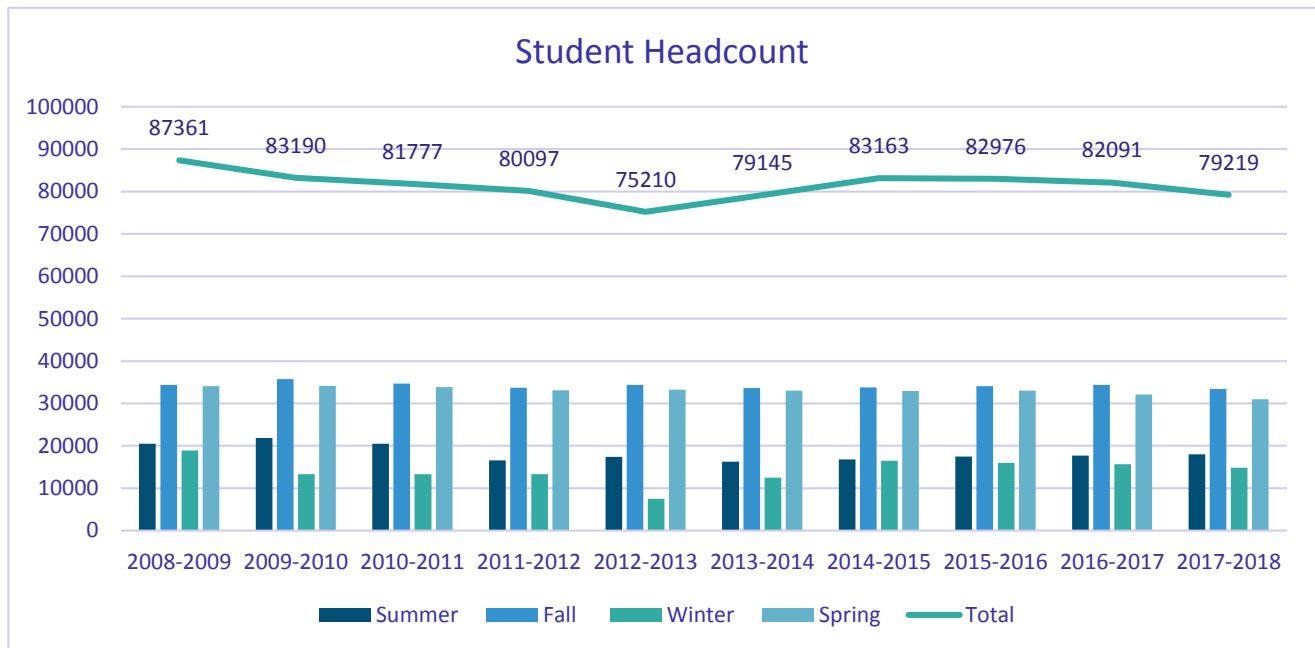
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
SERVED	4592.20	4522.48	4567.34	4268.69	4049.22	4277.62	4625.63	4742.31	4797.47	4610.65



STUDENT HEADCOUNT

Term	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Summer	20494	21874	20505	16586	17355	16225	16775	17454	17697	18005
Fall	34376	35757	34693	33700	34409	33591	33789	34080	34370	33420
Winter	18910	13307	13273	13316	7533	12502	16469	15917	15637	14806
Spring	34075	34126	33811	33081	33268	33052	32905	32979	32084	30993
Total	87361	83190	81777	80097	75210	79145	83163	82976	82091	79219

*2017-18 Projected as of P2



One strategy that has received much traction both nationally and locally, is the idea of a College Promise, where community college enrollment is free; most commonly for the first year. SMC designed a college promise program in 2016 and submitted grant proposals to both the College Futures Foundation and California Community College Chancellor's Office. Unfortunately, neither was funded, citing that our District is not as needy as others. Since student scholarships cannot be funded from General Apportionment dollars, this is currently unfunded. Enrollment Development and the Foundation continue to work on how to fund such an initiative in the future. In reality, however, the most economically disadvantaged students currently do attend for free under the existing College Promise (formerly the BOG) grant.

At SMC, groups throughout the college work on enrollment. While there are areas with primary responsibility for implementation, this is, and must be a college-wide effort. For over a decade, Enrollment Management meetings, with representation from Enrollment Development, Student Affairs, and Academic Affairs, meet once or twice a semester to plan policy changes and set goals for the next enrollment cycle. A small FTES task force, involving Business Services, Academic Affairs, and Enrollment Development, meets periodically to discuss efficiency, and apportionment considerations and estimations. The Enrollment Barriers workgroup, originally intended to be a forum for counselors

to dialog about what they were hearing from students regarding barriers to enrollment began meeting in 2016 under the leadership of Brenda Benson. That group expanded to include a wide range of stakeholders including students. From the various meetings, many initiatives were born. In December 2017 it was decided that it would be best to combine some of the various groups and the Enrollment Barriers group disbanded. Spring 2018 has been dedicated to implementation of the many of the initiatives and meetings of a more expanded/inclusive Enrollment Management workgroup will resume meetings in summer 2018. Enrollment is something the entire college is concerned with and marketing, DPAC, CTE, etc. regularly agendize or host enrollment themed meetings.

The following report provides information on some of the College's successes and plans for the future.

Santa Monica College
2017-2022 Strategic Initiatives and Objectives

Final Version Developed by the Strategic Planning Task Force May 24, 2017

In pursuing the following Strategic Initiatives, Santa Monica College will apply its ability to be number one in transfer and international students' success to also excel in student equity, guided pathways, and Career Technical Education.

Close the gaps in educational outcomes among student groups.

- Analyze best practices for achieving equity in education outcomes.
- Integrate and implement student success and equity plans with assigned responsibilities, benchmarks, and timelines.
- Increase student financial literacy.
- Maintain an innovative, responsive, and inclusive academic environment, curricular programs, learning strategies, and services.
- Increase the number of students who complete and succeed in all courses.
- Increase the persistence, completion, and success in all courses for African-American and Latino/a/x students and other groups experiencing equity gaps.
- Increase the persistence in and completion through the English and math sequences for African-American and Latino/a/x students and other groups experiencing equity gaps.
- Increase the overall number of degrees and certificates awarded for African-American and Latino/a/x students and other groups experiencing equity gaps.
- Increase the overall number of transfer applications for African-American and Latino/a/x students and other groups experiencing equity gaps.
- Increase the number and percentage of full-time instructional and non-instructional faculty from diverse backgrounds.

Expand Santa Monica College's identity by enhancing and diversifying educational and career opportunities and pathways for students.

- Develop clear pathways to completion for all programs. Expand Career and Technical Education by enhancing and developing programs that meet the current and future needs of local and regional industry and business.
- Develop an educational master plan to describe future programs and services and to guide enrollment management, human resources, technology, and assessment.
- Analyze the local and regional labor market needs and trends, including those of "Silicon Beach."
- Expand targeted marketing and communication to prospective students.
- Improve communication, engagement and partnerships with external stakeholders, including business, industry, and local agencies.

Foster institutional effectiveness and innovation by improving long-term and integrated planning linked to resource allocation.

- Streamline, clarify, and communicate the integrated college planning structure.
- Develop and implement an effective enrollment management plan.
- Analyze the current governance structure and charges, specifically DPAC.
- Improve the program review process to better utilize results.
- Improve internal communication (for staff and students).

Develop a human resource plan which supports student success by achieving benchmark levels of full-time faculty, classified staff, and administrators.

- Create staffing plans for facilities, technology, and support programs.
- Increase the number and percentage of full-time instructional and non-instructional faculty.

Improve facilities and technology infrastructure, integration and staffing.

- Develop a college technology plan that includes resource needs for implementation.
- Analyze and improve existing facilities.
- Enhance the 17th Street entrance to the College.

Assure an effective and dynamic college by ensuring long-term fiscal stability.

- Develop college budget priorities.
- Develop a college resource allocation model within the integrated planning structure.
- Advocate for additional ongoing State resources in support of the college.
- Influence State policies that impact California community colleges.