



Santa Monica College

Midterm Report

***Submitted by:***

Santa Monica College  
1900 Pico Boulevard  
Santa Monica, CA 90405-1628

***Submitted to:***

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

October 2020



## Certification of Midterm Report

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I certify that the campus solicited broad participation to write the Midterm Report, and I believe this Report accurately reflects the nature and substance of this institution.

### Signatures:

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

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Dr. Nancy Greenstein Date  
Chair, Santa Monica College Board of Trustees

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Dr. Nathaniel Donahue Date  
President, Santa Monica College Academic Senate

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Tafari Alan Date  
President, Santa Monica College Associated Students

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Dr. Jennifer Merlic Date  
Accreditation Liaison Officer; Dean, Academic Affairs

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## Statement of Report Preparation

Santa Monica College is pleased to submit this Midterm Report as a summary of the institutional progress made in response to the recommendations of the 2016 Accreditation Visiting Team, the Actionable Plans developed by the College during the preparation of the 2016 Self Evaluation Report, and the two Action Plans that comprise the Quality Focus Essay.

The Accreditation Liaison Officer prepared the report in consultation with the Academic Senate President. Assistance was provided by standing committees, and specific administrators, faculty members and staff members for whose areas of responsibility specific recommendations or plans were made.

### **Evidence:**

- Minutes of presentation to DPAC, June 24, 2020 (Evidence S-1)
- Agenda, DPAC, September 23, 2020 (Evidence S-2)
- Agenda, Management Association Meeting, September 24, 2020 (Evidence S-3)
- Agenda, Academic Senate, September 29, 2020 (Evidence S-4)
- Agenda – Board of Trustees Meeting, October 6, 2020 (Evidence S-5)

## Status of Actionable Plans from the 2016 Institutional Self Evaluation Report

### Standard IA.1 and IA.4 Actionable Plan

Santa Monica College regularly reviews its Mission statement as part of its strategic planning cycle and updated it to reflect the students it serves.

**Status: Complete**

<p><b>Objective 1:</b> Revise Mission statement to reflect Santa Monica College’s commitment to serving time- and place-bound students through distance education.</p> <p><b>Objective 2:</b> Expand the scope of the Mission statement to reflect Santa Monica College’s commitment to learning and achievement for all students and achieving equity among the College’s diverse populations.</p>			
Actions	Responsible Parties	Timeline	Status/Outcomes
The mission statement was revised to address SMC’s specific populations and expanded to reflect the baccalaureate degree.	District Planning and Advisory Council	2016-2017	<p>The revised Mission statement was approved by the Board of Trustees at the July 11, 2017 meeting and communicated to students and the College community in print and online.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• BOT Agenda Item 7/11/17 (AP1-1)</li> <li>• Excerpt from College Catalog (AP1-2)</li> </ul>

### Standard IB.2 Actionable Plan

The following plan has ensured that SLO assessment is clearly defined and followed by student and learning support services that are new to the process.

**Status: Complete**

<p><b>Objective 1:</b> To ensure that all student and learning support services regularly assess student learning outcome data in order to effect program improvements.</p>			
Actions and Outcome	Responsible Parties	Timeline	Status
The Program Review Committee and Institutional Research have worked with SMC’s student services and learning support programs to ensure that all programs have defined SLOs, regularly	Program Review Committee Institutional Research	2016-19	Annual and six-year Program Review reports from student services and learning support programs reflect the full cycle of improvement (data collection, assessment, identification of strategies, improvement)

<p>collect and analyze the data, and use that analyses to improve their programs.</p> <p>The Research Analyst job classification position (renamed Research &amp; Planning Analyst) was revised to more explicitly outline duties to support the assessment of learning and unit outcomes. This change was made to ensure that student and learning supports programs were getting the support needed to engage in the continuous cycle of SLO/UO assessment.</p>	<p>Student and learning support service programs</p>		<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Counseling 2018/19 Six Year Review (AP2-1)</li> <li>• Research &amp; Planning Analyst job classification description (AP2-2)</li> </ul>
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**Standard IB.3 Actionable Plan**

The College has expanded the current institution-set standards for student achievement to include standards for each program disaggregated by student population as appropriate and address institution-set standards for CTE programs.

**Status: Complete**

Actions and Outcome	Responsible Parties	Timeline	Status
<p><b>Objective 1:</b> Develop program-level standards, disaggregated by student population groups, as appropriate.</p>			
<p>Institutional Research developed reports and dashboards using data visualization software (Tableau) to allow program leaders to access and pull longitudinal data about degrees/certificates, course success, and SLOs. Each of the data dashboards allow the user to disaggregate the data by student demographics.</p> <p>Since 2013, the Academic Senate Joint Institutional Effectiveness Committee has been setting institution-set standards for college-wide</p>	<p>Institutional Research</p> <p>Institutional Effectiveness</p>	<p>2017-2020</p>	<p>As part of the annual review process, all programs set program-level set-standards for course success, degree/certificate completion, and course/program SLO mastery rates, based on the institution-set standards identified for the college-wide performance on the metrics by the Institutional Effectiveness Committee. Programs measure their longitudinal performance by student demographic groups against the program-level standards they have set and the analyses leads to discussions for improvement</p>

Actions and Outcome	Responsible Parties	Timeline	Status
<p>metrics. Each year, the committee reviews and revises (if necessary) the standards and communicate the set-standards to the campus community by publishing the Institutional Effectiveness Dashboard. Departments/programs are expected to use the institution-set standards as a starting point in their discussion of program-level set standards for metrics for course success, degree/certificate completion, and course/program SLO mastery rates.</p>			<p>student outcomes and success and reducing equity gaps.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Screenshot Longitudinal Course Success Rates by Demographics (AP3-1)</li> <li>• Screenshot Longitudinal Degree Certificates Completion by Demographics (AP3-2)</li> <li>• Screenshot Longitudinal SLO Rates by Demographics (AP3-3)</li> <li>• IEC Reviews Institution-Set Standards Calendar (AP3-4)</li> <li>• Sample IE Dashboard w Institution Set Standard (AP3-5)</li> </ul>
<p><b>Objective 2:</b> Explore options for gathering data on CTE graduates and use these data to revise the Institution-Set Standards for CTE programs.</p>			
<p>Beginning in 2016, SMC began participating in the statewide Career Technical Education Outcomes Survey (CTEOS) to gather survey data about its graduates and program leavers (those who took courses but did not earn a degree/certificate). The survey, administered annually, assesses student satisfaction as well as outcomes such as change in wage, benefits, job opportunities, and employment status. The data are shared by Institutional Research with the CTE committee annually.</p> <p>In 2017-2018, Institutional Research, in collaboration with the Center for Teaching Excellence, launched a data</p>	<p>Institutional Effectiveness Committee</p> <p>CTE and Workforce programs</p>	<p>2016-ongoing</p>	<p>This objective has been achieved through the annual administration of the CTEOS and professional development training for CE faculty on how to compile and analyze program data, including exercises on how to revise goals and institution-set standards based on past performance. Similar to other instructional programs, CE programs analyze longitudinal student outcomes data by student demographics against the program-level set standards as part of the annual review process. Any changes and revisions to the program-level set standards are completed during this process.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Santa Monica College CTEOS 2019 (AB3 – 6)</li> </ul>



Actions and Outcome	Responsible Parties	Timeline	Status
coaching program to train CTE faculty on how to compile and analyze data on CE student outcomes. The training included opportunities for faculty to “coach” others in their department on how to analyze their longitudinal performance against their program level-set standards.			<ul style="list-style-type: none"> <li>• CTE Committee Agenda 10-01-2019 (AP3 – 7)</li> <li>• 2017 Data Coach Institute Agenda (AP3 -8)</li> </ul>

**Standard IB.4 Actionable Plan**

In response to increased requests for data, the College acquired a data warehouse and a reporting tool (Tableau) that allows College members to access real-time data about their programs. This tool has been used for several years but this year is being replaced by a more cost effective one, Precision Campus.

**Status: Substantially Completed**

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective 1:</b> Develop a data warehouse and reporting tool to allow the College community to access real-time data.			
<p>The College purchased the Tableau software in late 2016. By 2017, the Office of Institutional Research (IR) developed several self-service data dashboards to support program and college planning, including student demographics, course success, course retention, equity gaps, course enrollments and section offerings, special program population, and course SLO mastery rates. Institutional Research is currently building dashboards using a more cost-effective tool, Precision Campus, to replace Tableau later this year.</p> <p>Work is continuing to develop a real-time data warehouse.</p>	<p>Institutional Research Information Technology Department Purchasing</p>	<p>2016-2023</p>	<p>Although partially complete with the building of a suite of self-service data dashboards, the College will continue to work on developing a real-time data warehouse once the new ERP system is implemented.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Screenshot Tableau Dashboards (AP4-1)</li> <li>• Screenshot Precision Campus Demo Site (AP4-2)</li> </ul>

Actions and Outcome	Responsible Parties	Timeline	Status
The next phase will be implemented once we have a new SIS in place.			

**Standard IB.8 Actionable Plan**

This plan has ensured that college faculty are aware of the Institutional Effectiveness Dashboard.

**Status: Complete**

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective 1:</b> Develop a survey to determine the proportion of Santa Monica College’s faculty who are aware of the Institutional Effectiveness Dashboard and the indicators presented, as well as the services available to them through the Office of Institutional Research.			
IR developed and administered a survey instrument, using feedback to improve services to the college community.	Institutional Research	2016-2017	<p>This objective has resulted in several outcomes for the College including the development of the data coaching program, the Research Advisory Committee, the development of Service Level Agreements that define expectations for the services provided by Institutional Research and the expectations for the users of those services. Professional Development and targeted training opportunities have helped faculty/staff use data more effectively, including series such as “Survey Clinics” and “Democratizing Data”. In addition, the Institutional Research office has trained staff on how to use infographics to better communicate data findings.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Research Advisory Committee Slides (AP5-1)</li> <li>• IR Service Level Agreements (AP5-2)</li> <li>• Survey Clinic Invitation (AP5-3)</li> </ul>

Actions and Outcome	Responsible Parties	Timeline	Status
			<ul style="list-style-type: none"> <li>• Example Infographic GPS Faculty Survey Findings (AP5-4)</li> </ul>

**Standard IC.1 Actionable Plan**

The Offices of Academic Affairs and Enrollment Services has researched the feasibility of moving the college catalog to an HTML format to facilitate the way students and staff research and interact with it through various platforms, including mobile devices.

**Status: In work**

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective 1:</b> Research the feasibility of moving the catalog to an HTML format.			
The college has migrated to Curricunet “Meta” which will provide this functionality. The college also undertook a complete redesign of its website to make it more student focused; that conversion is nearing completion and should be launched by Fall 2020.	Academic Affairs Webservices MIS	2016-2021	The conversion to CurriQunet Meta is complete, but the communication between CurriQunet and the new website platform, Omniupdate, is still being tested as the new website was launched in July, 2020, and the XML workflow necessary to bridge the two systems is still being refined. The target date for the HTML catalog launch on the new website is Fall 2021.

**Standard IC.7 Actionable Plan**

The College is in the process of reviewing its Board Policies and Administrative Regulations.

**Status: In work**

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective 1:</b> Update, as needed, Board Policy 5210, to ensure current technology practices are aligned with the College’s academic freedom and responsibility policy.			
A complete review of all Board Policies is in work.	Academic Senate Joint Professional Ethics and Responsibilities Committee	2016-2017	Board policy numbering was changed as part of effort to revise and update all Board Policies. BP 5210, Academic Freedom statement is now BP 4030.

Actions and Outcome	Responsible Parties	Timeline	Status
			<p>Revisions to Board Policies are being reviewed by the Academic Senate and should be presented to the board in FY 2020/21.</p> <p><b>Evidence:</b> Board Policy 4030 (AP7-1)</p>

**Standard IC.13 and IIC.4 Actionable Plan**

The College has outlined a plan to prevent future violations of California Community Colleges Athletic Association (CCCCAA) Constitution and By-Laws.

**Status: Complete**

Actions and Outcome	Responsible Parties	Timeline	Status
<p><b>Objective 1:</b> To ensure that violations of the CCAA Constitution and Bylaws and of other athletic organizations do not occur.</p>			
<p>The Santa Monica College Athletic Coaches’ Handbook has been updated, Athletic program faculty and staff undergo regular trainings, and coaches submit a monthly recruitment log.</p>	<p>Athletic Director</p>	<p>2016-2017</p>	<p>This objective has been achieved but program improvements continue to be implemented. A new Assistant Athletic Director has been hired to assist this ongoing work.</p> <p>These improvements ensure that:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All personnel will have a written reference that clearly states rules and regulations of eligible athletes, recruitment processes, and other matters pertaining to Athletics Programs.</li> <li><input type="checkbox"/> All faculty understand the processes to ensure that SMC student athletes are eligible to play on intercollegiate teams.</li> <li><input type="checkbox"/> All faculty understand the requirements and restrictions associated with student athlete recruitment.</li> <li><input type="checkbox"/> All faculty and staff will pass the compliance exam and will receive a copy of the CCAA Decorum Policy.</li> </ul>

Actions and Outcome	Responsible Parties	Timeline	Status
			<input type="checkbox"/> A log documents all recruitment activities. <b>Evidence:</b> <ul style="list-style-type: none"> <li>○ Athletic Coaches' Handbook (AP8-1)</li> <li>○ Training Materials (AP8-2, AP8-3)</li> <li>○ CCCAA Decorum Policy (AP8-4)</li> <li>○ Recruitment Plan (AP8-5) and Activity Log (AP8-6)</li> </ul>

**Standard IIA.5 Actionable Plan**

The College continues to monitor its Institution Set Standards.

**Status: Complete**

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective 1:</b> Develop an Institution Set Standard for time to completion for Associate's degree.			
<p>The Institutional Effectiveness Committee began monitoring the College's performance on a metric that assesses median time to degree completion in 2015. In 2017, the committee recommended and the College adopted an institution-set standard for the metric (4 years from the time of a student's first enrollment in a CCC until the time they receive an associate degree at SMC in a selected year). The college last monitored this metric in 2018.</p>	<p>Institutional Effectiveness</p>	<p>2015-2018</p>	<p>The college has completed the plan by setting an institution-set standard for time to completion for association degree completion. However, in 2019, the College revised the metric to align with the Chancellor's Office Vision for Success metric, Average Units Earned by Associate Degree Earners. Instead of an institution-set standard (minimum), the College set a target goal for improvement (average 79 or fewer units).</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>● Vision for Success and Equity Goals (AP9-1)</li> <li>● Institution Set Standard for Degree Completion (AP9-2)</li> </ul>

### Standard IIA.8 Actionable Plan

The College has implemented the following plan to address the disproportionate impact of the Chemistry 10 challenge examination.

#### Status: in work

The Chemistry faculty developed a 2018/19 objective in its annual Program Review report to explore a new self-assessment process for students wishing to enroll in Chemistry 11 without its prerequisite, Chemistry 10. Students currently take a challenge examination which has a potential disproportionate impact on Latinx and African American students. Department faculty have developed a guide to the chemistry placement exam and have provided additional online recourses to help students prepare for the exam.

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective 1:</b> Eliminate the disproportionate impact of the Chemistry 10 Challenge Exam.			
Explore the development of new assessment methods to eliminate disproportionate impact of current challenge examination on Latinx and African American students.  Increased number of students who pass the challenge exam and succeed in Chemistry 10	Chemistry Department Faculty	Ongoing	The challenge exam score is now used in conjunction with a student's high school GPA to determine appropriate placement into Chem 11.  The potential impact of AB705's implementation put this activity on hold. However, the department will continue to monitor the exam results to identify whether it disproportionately impacts Latinx and Black students.  <b>Evidence:</b> <ul style="list-style-type: none"><li>○ Exam preparation materials posted on the web site (AP10-1)</li></ul>

### Standard IIA.9 Actionable Plan

The College has two planned improvement plans: 1) to develop an effective mechanism to review and act upon the program-level outcomes data for multidisciplinary degrees that are not housed in any one instructional department and 2) to develop a systematic means of ensuring core required courses in each degree or certificate program align with the program's learning outcomes.

#### Status: in work

All programs (degrees, state-approved certificates, and/or transfer prep) participated in developing a program map with the exception of the Liberal Arts-Arts and Humanities, Liberal Arts-Social and

Behavior, General Science degrees. Because these degrees are so broad (and in the broadest sense they equate to "transfer studies"), the creation of a map was deemed unwise. The College may elect to revisit this, however, given the large proportion that these three programs represent among the College's students who earn degrees and certificates.

Other inter/multi-disciplinary programs did participate in map development as follows:

- Ethnic Studies: The mapping team assigned to this program is planning to revamp the program, thus no draft map developed, although the mapping team continuing to meet.
- Environmental Studies: The mapping team developed a map but it has not been fully vetted.
- Environmental Science: The program map was approved by Curriculum Committee; the program is no longer considered an inter/multi-disciplinary program but instead is now "housed" in the Life Science Department.
- Global Studies: The mapping team develop a map but it has not been fully vetted.

All programs (as defined above), including inter/multi-disciplinary programs, are listed in one Area of Interest.

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective 1:</b> Develop an effective program review mechanism to review and act upon program level outcomes data for multidisciplinary degrees that are not housed in any one instructional department.			
<p>Draft guidelines are approved by Academic Senate. PLOs drafted by area faculty, then approved by Curriculum Committee and the Academic Senate.</p> <p>Program Learning Outcomes exist for the following interdisciplinary degrees:</p> <ul style="list-style-type: none"> <li>• Humanities/Social Sciences</li> <li>• Behavioral Sciences</li> <li>• General Science</li> <li>• Environmental Science</li> </ul>	<p>Curriculum Committee</p> <p>Institutional Effectiveness Committee</p> <p>Guided Pathways Redesign Committee</p> <p>Program Review Committee</p>	<p>2020 - 2023</p>	<p>The Curriculum Committee has established an interdisciplinary faculty subcommittee comprising the Chair of Curriculum, a Redesign faculty leader, the Dean of Instructional Services, and representative faculty from the interdisciplinary programs. The purpose of the committee is to regularly assess PLO achievement and alignment, as well as progress on any outstanding recommendations, for each of the interdisciplinary degrees and certificates available to SMC students. Updates to programs will be approved by the Curriculum Committee at</p>

Actions and Outcome	Responsible Parties	Timeline	Status
			<p>least every six years, and the results of the assessment of PLOs and recommendations for CQI will be presented to the Program Review Committee.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>○ Presentation on Program Mapping (AP11-1)</li> </ul>
<p><b>Objective 2:</b> To develop a systematic means of ensuring core required courses in each degree or certificate program align with the program's learning outcomes.</p>			
<p>List-formatted PLOs will be housed in Curricunet and published Santa Monica College Catalog.</p> <p>Curriculum Map Templates are distributed to department chairs and maps uploaded by each department during the six-year program review cycle.</p>	<p>Integrated Redesign Implementation Team</p>	<p>2017 - 2023</p>	<p>Some Interdisciplinary degrees have been mapped to areas of interest and the work is ongoing.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Example of Program Learning Outcomes listed in catalog for Environmental Science (AP11-2)</li> <li>• Curriculum Mapping Templates (AP11-3)</li> <li>• [Jason is locating evidence of academic programs that were refined on the basis of Program Mapping day or practices that were taught to faculty on M.D.]</li> </ul>



**Standard IIA.11 Actionable Plans**

The College has increased the assessment of ILO #5, Authentic Engagement (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).

**Status: Complete**

Actions and Outcome	Responsible Parties	Timeline	Status
Objective 1: The Program Review and Curriculum Committees will develop and incorporate questions into their processes that help departments develop and assess SLOs mapped to ILO #5.			
IEC developed a rubric for programs to determine if their courses map to ILO #5 and worked with the GRIT Committee to implement this effort.	Program Review Committee and PR Redesign Ad Hoc Task Force  Curriculum Committee  Institutional Effectiveness Committee	2016-2023	<p>Note: The GRIT initiative was a five-year strategic initiative (2012-2013 to 2016-2017 and was formally institutionalized in 2017-2018.</p> <p>In 2019-2020, a total of 310 courses had at least one course SLO that was mapped to ILO #5, and increase of 47% over the baseline year of 211 in 2015-2016.</p> <p>In 2017-2018, Institutional Research department developed a data dashboard to monitor the College’s performance on the core competencies and ILOs by student demographic groups and over time.</p> <p>The College formed an <i>ad hoc</i> task force to redesign the Program Review questions and will include a specific question regarding ILO #5 in the new format (anticipated completion: June 2021).</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Courses with SLO Mapped to ILO 5 (AP12-1)</li> <li>• Screenshot Core Competency ILO by Student Demographic (AP12-2)</li> </ul>

**Standard IIB.1 Actionable Plan**

The College has expanded its offering of online tutoring services.

**Status: Complete**

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective 1:</b> Expand the availability of online tutoring for all students by June 2017.			
The college has implemented SmartThinking as the provider of online tutoring.	Distance Education Committee	Summer 2016	Students enrolled in Distance Education courses have access to online tutoring support. As a result of the COVID-19 pandemic, all tutoring is now done online.  Evidence: <ul style="list-style-type: none"> <li>• Screenshot of SmartThinking (AP13-1)</li> </ul>

**Standard IIIA.9 Actionable Plan**

The College has improved its staffing levels in both its Operations and Maintenance and Information Technology departments.

**Status: Complete**

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective 1:</b> To ensure that Technological and Physical Operations of the College are adequately staffed.			
Staffing projections have been included in the Total Cost of Ownership Plan	Fiscal Services Information Tech. Facilities	2016-2017	In 2015, a Total Cost of Ownership plan was developed that reflects recommended staffing levels to support current and planned infrastructure levels.  After several staffing/management changes, hiring is underway in Operations and Management to restore this unit to adequate levels.

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective 1:</b> To ensure that Technological and Physical Operations of the College are adequately staffed.			
			<b>Evidence:</b> <ul style="list-style-type: none"> <li>• Information Technology Staffing Plan (AP14 – 1)</li> <li>• Organizational Charts for O&amp;M (AP14-2)</li> </ul>

**Standard IIIA.12 Actionable Plan**

The College has implemented various training modules, practices and strategies for increasing the diversity of faculty hires and has completed planning for a Social Justice Center which will contribute to a more welcoming culture for staff, students, faculty and administrators who identify as LGBTQIA.

**Status: Complete but, of course, this work is ongoing and the renovations for the Social Justice Center are in the design phase.**

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective 1:</b> To increase the diversity of part-time and full-time faculty hired by the College			
Outreach, advertisements and strategies have been employed by Human Resources and the Personnel Commission to improve the diversity of applicant pools.	Office of Human Resources Personnel Commission	Ongoing	Recent faculty and staffing applicant pools have reflected increased diversity and the hiring of faculty and staff have reflected the same.  <b>Evidence:</b> <ul style="list-style-type: none"> <li>• 2020 EEO Plan (AP15-1)</li> <li>• Board of Trustees Meeting 8/4/2020 (AP15-2)</li> </ul>
<b>Objective 2:</b> To develop a more inclusive climate for LGBTQIA students and staff.			
Focus groups with students regarding issues related to gender and sexuality were conducted in spring of 2017.  Climate surveys were developed and implemented to assess and identify ways the College could	Institutional Research  Student Equity Center Implementation Team	2016  2020-21	The findings of the focus groups informed the work of the President’s Gender Equity and Social Justice Taskforce and directly guided the planning and creation of the PRIDE Center, one of the four sub-

Actions and Outcome	Responsible Parties	Timeline	Status
<p>improve its inclusivity for the LGBTQIA community.</p> <p>The College is in the process of building a Student Equity Center which will house a Pride Center for the inclusion and socioemotional and intellectual development of LGBTQIA students and staff</p> <p>The college made it possible for students to use an affirmed name in their canvas and email functions in order so that transgender students may use their affirmed name on emails, class rosters, and discussion boards.</p>	<p>MIS, Admissions and Records, Student Equity Center Implementation Team</p>	<p>2019</p>	<p>centers of the broader Student Equity Center.</p> <p>The Pride Center is currently being built in a renovated space on the Garden Level of the Student Activity Center</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Gender Resource Center Student Focus Group Results (AP15-3)</li> </ul>

**Standard IIIA.13 Actionable Plans**

The College has implemented strategies designed to increase collegewide awareness of the College’s Code of Ethics.

**Status: Complete**

Actions and Outcome	Responsible Parties	Timeline	Status
<p><b>Objective:</b> To ensure that the Santa Monica College Ethics Code and the consequences for violating this code are understood by all members of the college community.</p>			
<p>Development of Code of Ethics statements and communication, via online postings and professional development, of same.</p>	<p>Office of Human Resources</p> <p>Personnel Commission</p>	<p>2016-2018</p>	<p>The Districtwide Code of Ethics Statement (Board Policy 3050 and AR 3050) and specific Code of Ethics statements have been developed for the college community and for specific community groups (faculty, managers and staff).</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Board Policy 3050 (AP16-1)</li> </ul>

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective:</b> To ensure that the Santa Monica College Ethics Code and the consequences for violating this code are understood by all members of the college community.			
			<ul style="list-style-type: none"> <li>• Administrative Regulation 3050 (AP16-2)</li> <li>• Management Association Code of Ethics Statement (AP16-3)</li> </ul>

**Standard IIIA.14 Actionable Plans**

The College has developed a number of strategies to address the professional development needs of faculty who teach online. These include faculty mentors who work with new faculty, @one training, the Distance Education Institute and other professional development opportunities.

**Status: Complete (but the work continues)**

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective 1:</b> To ensure that faculty who teach online in the Canvas platform or who use the equivalent of eCompanion are afforded training opportunities to ensure that they have the skills needed to effectively use the new platform.			
Training was conducted with Instructure/Canvas and ongoing professional development opportunities have been provided to faculty.	Distance Education Purchasing	2016-2017	<p>Faculty who teach online or use Canvas have been provided access to professional development opportunities both by SMC and through the 3CSN (California Community Colleges’ Success Network) and through coaches where experienced distance education faculty members worked with other faculty on the migration of course shells from eCollege to Canvas and the development of new distance education content.</p> <p>The recent move to an entirely online format in response to COVID-19 has required extensive and intensive professional development for faculty who never taught online before. The SMC Distance Education team created and is delivering an extensive array of professional development training modules.</p>

Actions and Outcome	Responsible Parties	Timeline	Status
			<p>Evidence:</p> <ul style="list-style-type: none"> <li>SMC webpage listing Canvas Training Opportunities (AP17-1): <a href="https://www.smc.edu/academics/online-learning/canvas/training.php">https://www.smc.edu/academics/online-learning/canvas/training.php</a></li> <li>Description of Canvas Workshops Fall 2016 (AP17-2)</li> <li>March 2020 Flex Day Schedule (AP17-3)</li> <li>Flyer announcing upcoming DE Training May 2020 (AP17-4)</li> <li>SMC Professional Development Plan Summer 2020 (AP17-5)</li> <li>SMC Professional Development Plan Fall 2020 (AP17-6)</li> </ul>
<p>: To ensure that a minimum of eight sabbaticals are awarded as per the agreement between the District and the Faculty Association.</p>			
<p>Revise the application process to generate a larger pool of sabbatical applications submitted. Encourage eligible faculty to apply.</p>	<p>Sabbaticals and Fellowships Committee</p>	<p>2018-2023</p>	<p>The <i>average</i> number of sabbatical awards has increased to nine in 2020/21, but varies from year to year. The heart of the issue is the small number of applications received each year from eligible faculty. The Sabbaticals and Fellowships Committee will continue to develop strategies to encourage eligible faculty to submit applications.</p> <p>Note: due to COVID 19, a Memorandum of Understanding was agreed to between the District and the Faculty Association, allowing faculty to delay their 20/21 sabbatical if they so wished.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Minutes from Sabbaticals Committee Meeting (AP17-7)</li> <li>11-9-2019 MOU - delayed sabbaticals (AP17-8)</li> </ul>

**Standard IIIB.1: Actionable Plan**

The changing global environment requires the College to take action regarding the buildings where prolonged heat spells impact student learning and the safety of the staff, faculty, administrators, and students. The *Master Plan for Facilities* update will include new buildings that address adequate heating

and cooling systems, but new facilities will require years to plan, fund, and build. Therefore, the College has actively pursued alternative solutions for buildings that lack air conditioning.

**Status: Complete**

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective:</b> Develop and implement a solution for excessive temperature mitigation in buildings without air conditioning.			
Temporary air conditioning systems are employed from June through early fall to mitigate hot temperatures.	Facilities Purchasing	2016 - 2023	All new facilities (CPC, SSC) have AC installed or plans included in their design (ECLS, Malibu). The new Central Cooling system is bringing relief as it is installed. Two of the buildings without A/C (Liberal Arts and Letters and Sciences) will be pulled down for the new Math/Science building which will have A/C. The Retrofitting of other facilities that lack A/C are well underway (the west Science building, PAC (old wing)  <b>Evidence:</b> Board of Trustees item (June 2, 2020) approving HVAC contract (AP18-1)

#### Standard IIIB.4 Actionable Plan

The College has reviewed and updated many of its job classifications for the Facilities Department. In addition to adding staff, job classifications clearly reflect the skills needed to effectively maintain college facilities.

**Status: Complete (although the work continues)**

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective:</b> The College will ensure that the Facilities team has the requisite skills needed to effectively maintain new buildings and other elements of the College's physical plant.			
Job classifications have been updated to reflect the current job skills and knowledge. Hiring	Human Resources Personnel Commission	2016 – 2023	Job classifications reflect the current job skills and knowledge. Facilities team employees are able to

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective:</b> The College will ensure that the Facilities team has the requisite skills needed to effectively maintain new buildings and other elements of the College’s physical plant.			
of managers and staff have increased.	Facilities Department		perform their jobs with the requisite skills. Sufficient staff are available to maintain all college facilities.  <b>Evidence:</b> Job classifications for select Facilities personnel (AP19-1)

**Standard IIIC.1 Actionable Plan**

The College has committed considerable time and effort to completing this plan but the scope of changing to a new Enterprise Resource Planning (ERP) system has proven more complex due to the status of various products and their stages of development. Over the course of the last few years, the College has hired a consulting firm to conduct user and systems needs analyses, but the College has not been able to identify a current ERP system that meets its needs. This work will continue.

The redesign of the College’s website is nearing completion and the new platform is ready to be launched. We anticipate that the new web site will be student focused and provide users with an improved user interface.

**Status: In work**

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective:</b> Plan for and implement improvements to the College’s Technology Infrastructure			
The SMC website has been redesigned and launched.  The College’s Institutional Research department worked with the Information Technology department to secure an IEPI Improvement grant to support the College’s move from the current ISIS system to a new ERP.	Information Technology Institutional Research  Content and Social Media Department	2018 – 2025	The scope of this plan is extensive and its completion is dependent on technological developments. Due to the current state of cloud-based Enterprise Resource Planning (ERP) systems to replace the current “home grown” system, we expect this plan to extend into 2025.  The College’s webpage has improved



Actions and Outcome	Responsible Parties	Timeline	Status
Objective: Plan for and implement improvements to the College’s Technology Infrastructure			
			<p>functionality and was launched in August 2020.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Technology Master Plan (AP20-1)</li> <li>• IEPI letter of interest (AP20-2)</li> <li>• IEPI final report (AP20-3)</li> <li>• Link to new SMC webpage: <a href="https://smc.edu/">https://smc.edu/</a></li> </ul>

**Standard IIIC.4 Actionable Plan**

The College has successfully migrated its Distance Education programs to the Canvas platform.

**Status: Complete**

Actions and Outcome	Responsible Parties	Timeline	Status
Objective: Implement training and other support to faculty, staff and students as the College migrates from the eCollege to the Canvas platform.			
A contract with Canvas was established to provide initial training to the pilot DE classes undergoing migration.	Distance Education Department	2016	<p>The migration of DE courses from eCollege to Canvas was successfully completed.</p> <p>Ongoing training and mentorship are available to faculty new to teaching online.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Canvas Workshop Descriptions Fall 2016 (AP21-1)</li> <li>• SMC Professional Development Plan (AP21-2)</li> <li>• Announcement of Distance Education Training opportunities (AP21-3)</li> </ul>

Actions and Outcome	Responsible Parties	Timeline	Status
Objective: Implement training and other support to faculty, staff and students as the College migrates from the eCollege to the Canvas platform.			
			<ul style="list-style-type: none"> <li>• March 10 Flex Day (AP21-4)</li> <li>• Fall 2020 Distance Education plan (AP21-5)</li> </ul>

**Standard IIID.9 Actionable Plan**

The College has established budgets for the last four years that reflect projected budget shortfalls and minimizes the use of reserve funding. The Coronavirus Pandemic and its devastating effect on world, national and state economies will severely impact the College’s ability to continue to meet this plan, but the College is taking decisive action to ensure that the budget is balanced.

**Status: Complete for 2016/17; the current (2020/21) budget climate which include massive state reductions in funding renders this plan unachievable at this time.**

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective:</b> To ensure that the College’s 2016-17 Tentative Budget reflects projected budget shortfalls and minimizes the use of reserve funding.			
Adjustments are made to budget based on information from the State and refined as the result of continued monitoring of enrollment levels.	Office of Fiscal Services	Ongoing	Board of Trustees, DPAC and the Budget Planning Subcommittee are appraised of the budget issues as budget planning, implementation and monitoring take place.  Departments make adjustments as necessary, completing PBAR forms as needed.  <b>Evidence:</b> <ul style="list-style-type: none"> <li>• 2016-17 budget document (AP22-1)</li> <li>• PBAR Form (AP22-2)</li> <li>• DPAC Budget Subcommittee Agendas (AP22-3)</li> </ul>

**Standard IVA.1 Actionable Plan**

The College completed its five-year strategic planning process in 2016. That plan will be updated in 2021/22. The College is undertaking a Facilities Master Planning process which will contribute to the strategic plan revision effort.

**Status: Complete**

Actions and Outcome	Responsible Parties	Timeline	Status
<b>Objective:</b> Coordinate the five-year strategic planning process			
The College Brain Trust assisted the College in developing its five-year strategic plan. This effort included input from all College constituent groups.	DPAC	Fall 2016	Strategic Initiatives were developed that reflect participation from all SMC groups and are approved by the Board of Trustees.  <b>Evidence:</b> 2017-2022 Strategic Planning and Facilitation Report (AP23-1)



## Response to Recommendations for Improvement

In its final report to the College, the Visiting Team made the following recommendations for Improvement that were not addressed in the 18-month Follow-Up report.

Evidence:

- Visiting Team Report (Evidence R-1)
- SMC Follow Up Report (Evidence R-2)

**Recommendation #7:** *In order to increase institutional effectiveness, the team recommends the College improve the college community's ability to interpret and utilize data to inform effective decision making. (I.A.2, I.B.4, I.B.8, II.C.2)*

The college has made significant progress to address this recommendation summarized in the following actions and programs:

- **Data Coaching:** In 2017-2018, the Office of Institutional Research (IR), in collaboration with the Center for Teaching Excellence, launched a faculty training program called “data coaching.” The first two years of the professional development program focused on increasing data literacy. Faculty data coaches learned how to use existing data dashboards to compile the data they needed to answer key research questions and completed workbooks that were designed to prompt analyses and interpretation of data (**Evidence R7-1**). The third year (2019-2020) of the training program took faculty data coaches beyond literacy and focused on building the capacity of the College to engage in meaning and productive data discussions by embedding data coaches into Redesign (guided pathways) work teams charged with developing data-informed recommendations for the redesign of the College’s structures, programs, and practices (**Evidence R7-2**).
- **Increased and More Focused Trainings:** Between 2011 and 2016, Institutional Research conducted an average of 12.8 workshops and trainings per calendar year (**Evidence R7-3**). Since the last accreditation in 2016, Institutional Research increased its training and workshop offerings by an average of 1.2 trainings annually to 14.0 (between 2017 and 2019) trainings per year. Prior to 2016, most of the trainings offered were standalone workshops primarily focused on how to compile data from tools (i.e., “How to Use the DataMart”). In recent years, Institutional Research has prioritized workshops that move beyond data collection and focused on the analyses, interpretation, and use of data to inform decision-making and planning processes (e.g., “How to Engage in the Inquiry Process to Turn Data into Insight”). In addition, Institutional Research started offering more trainings that are part of a series including, for example, the three-part Survey Clinics that support faculty, managers, and staff in the entire survey process, from survey question development to analyses of survey results (**Evidence R7-4**).
- **Research Roundtable:** In 2018-2019, the Institutional Research Office resurrected the Research Roundtable event series. The research roundtables are opportunities for the campus community

to read and come together and discuss a data report or research article on topics that align with collegewide priorities and initiatives (**Evidence R7-5**). At least one Roundtable event is held every semester, and each event includes a brief instructional component that helps model for practitioners on how to analyze and interpret data discussed in the report/article and ends with a discussion of how to turn data into insight to inform our practice.

- **Implementation of Infographics:** Starting in 2018-2019, the Institutional Research Office began creating and disseminating infographics – one or two pages of graphic visual representations of data – to highlight key data findings of research studies. The use of infographics is one strategy used to facilitate stakeholders’ ability to understand and interpret data more effectively (**Evidence R7-6**).

The College will continue to implement innovate practices and programming to continue its progress towards meeting and ultimately exceeding the recommendation. A survey assessing the College’s data culture was administered in Spring of 2020 to managers, program leaders, and department chairs. The data serves as a baseline, and when assessed annually, will assist the College in monitoring its progress towards improving the College’s ability to interpret and utilize data to inform decision making and planning processes. The 2020 results, administered to program leaders, managers reveal that currently there is some presence of practices related to use of data for decision making and continuous improvement, but the practices were not sustained (**Evidence R7-7**).

*Recommendation #8: 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)*

The College’s Institutional Planning process – both long term and annual – is coordinated by the District Planning and Advisory Council (DPAC). Every five years, DPAC oversees 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 annual identification of institutional objectives.

In support of that effort, the College initiated a comprehensive, eight-month strategic assessment of the College in 2016/17. This effort comprised four multi-faceted projects: Strategic Planning, Integrated Planning, Student Success and Equity, and **Organizational Structure Review**. This work involved all governance bodies and was coordinated by an outside group (the Collective Brain Trust (CBT)). One of the key principles was regular and open two-way communication with the college community. A Strategic Planning Task Force (SPTF) – a subgroup of DPAC and three work groups were formed to focus on each of the projects.

Communication regarding the project was extensive. The College Public Information Officer and some members the consultant team developed a communications plan that included periodic email messages from the College President and Associated Student Body President to inform the internal college community about the projects’ process and progress. Listening sessions were convened with key representative groups among faculty, classified staff, students, and administrators. Open forums were held for the entire college community. In addition, Flex Day presentations were used to

communicate with college community about the assessment project. Evidence of these communication pieces and the findings of the Strategic Planning effort can be found in the 2017-2022 Strategic Planning and Facilitation Report (**Evidence R8-1**).

The eight-month effort resulted in a final report presented to the college superintendent/president and the college community which included, in addition to the 2017 – 2022 Strategic Initiatives, recommendations for integrated planning and the College’s organizational structure. As discussed below, DPAC undertook review of its processes and functions as an objective (**Evidence R8-2**) in what was then called the *Master Plan for Education* update but is now known as the *DPAC Annual Strategic Planning Report* (**Evidence R8-3**).

Based on the Strategic Planning Task Force’s assessment and the Strategic Initiatives developed, the College has analyzed DPAC’s governance structure and charges (**Evidence R8-3a**), improved the program review process to better utilize results, integrated planning efforts, and improved internal communication processes, as described below.

### **Revision of Board Policy 2515 and the Charter for the District Planning and Advisory Council.**

As documented in Board Policy BP2515, the Board recognizes the District Planning and Advisory Council (**Evidence R8-4**) as the body primarily responsible for making recommendations to the Superintendent/President on matters that are not otherwise the primary responsibility of other governance bodies (i.e., the Academic Senate (BP 2511), Classified Staff (BP 2512), Associated Students (BP 2513) or the Management Association (BP 2514); these are combined in **Evidence R8-5**).

Over the course of 2017/18, DPAC undertook a review of its processes and structure to ensure that assessment was incorporated into those processes and structure and created an Objective for the 2017/18 Annual Plan: Institutional Objective #1 – Analyze the current governance structures and charges, specifically DPAC (**Evidence R8-6**).

This work continued into 2018/19 and the assessment resulted in improvements made to DPAC’s structure and processes which are summarized in the 2018-19 Governance Structure (**Evidence R8-7**). DPAC reviewed the structure of its subcommittees and other resource committees and staff. A document entitled “DPAC Scope and Function” (**Evidence R8-8**) was approved by DPAC on November 14, 2018 (**Evidence R8-9**), and Administrative Regulation 3250, Institutional Planning, was also approved (**Evidence R8-9a**). DPAC also reviewed the Action Plan Response Form and developed a Strategic Planning Workflow Calendar.

As mentioned, the name of the annual “Master Plan for Education Update” was changed to “Annual Strategic Planning Report.” The new title (and format) better reflects the role of this document as a means for communicating the College’s planning efforts and response to its strategic initiatives. A “Master Plan for Education” process and documentation serves a different process and the College plans to pursue that effort in 2020/21 and beyond.

DPAC’s assessment has resulted in improved formulation of Action Plans that guide the College’s planning and resource allocation efforts, and a functional calendar that responds to and better meshes with the budget planning cycle. A further improvement in DPAC’s formulation of the Annual Action plans was initiated in 2019/20 for the 2020/21 budget planning cycle: DPAC forwarded the proposed Annual Action Plans to Fiscal/Budget Committee for evaluation. The Budget Committee reviewed the

2020-2021 Annual Action Plans and forwarded them back to DPAC with its input (**Evidence R8-10**). The Fiscal/Budget Committee input helped DPAC make an informed decision about sending them on to the Superintendent/President for consideration and that information is added to the Action Plan along with the Superintendent/President's signature signifying approval of each plan (**Evidence R8-10a**).

### **Program Review.**

The College's Program Review processes have also been assessed and several changes have been implemented. An Ad Hoc Task Force was convened in 2018/19 to review the timeline and structure for program review.

In 2018-2019, a taskforce with member representatives from the Academic Senate Joint Program Review and Institutional Effectiveness Committees and the District Planning Advisory Council (DPAC) was convened to review the timeline and structure of the Program Review process.

The taskforce began its assessment by looking at the timing of annual report submittals in the context of DPAC's action item development, and began reviewing the annual program review format which, for years, has caused frustration among the College's administrative, instructional and student services units who respond to program review because of its complexity, redundancy and less-than-functional user interface. A new, simplified annual reporting format was devised and pilot tested in 2018/19 (**Evidence R8-11**).

This new annual program review template includes revised questions that more explicitly ask programs to analyze, interpret, and reflect on their SLO assessment results and to tie objectives to the SLO assessment. The revised questions allow programs to design and implement immediate improvements based on assessment findings.

The response was overwhelmingly positive, and in 2019/20, the Program Review Committee sought approval from DPAC for the new format (**Evidence R8-12**). The advent of COVID-19 and the College's shutdown and move to 100% online instructional and student services programs occurred at nearly the same time. To reduce burden on the already stressed organizations, the task force quickly reconvened and simplified the format even more, extending the deadline (**Evidence R8-13**).

Another significant change was to the annual program review report submittal calendar and subsequent reporting cycle to DPAC. Each year, the Program Review Committee compiles an omnibus report that summarizes the overarching issues and challenges for SMC's instructional programs, student services and administrative units (**Evidence R8-14**). Along with other planning documents and sources (**Evidence 14a**), these overarching issues provide input for the development of institution wide action plans that DPAC monitors throughout the year. The annual and six-year reports also provide the basis for resource allocation (for example, the program review resource sections provide justification for fulltime faculty position allocations and for budget requests submitted via the Personnel and Budget Allocation Request form (PBAR)). This report formerly was submitted during the summer, after the budget planning and resource allocation activities had been concluded. Just as DPAC adjusted its calendar to provide input prior to the budget planning cycle, Program Review adjusted its calendar to ensure that recommendations informed the action plans developed by DPAC.

Additionally, the annual program review reports now require vice presidential input so that the College's senior administration is aware of the program level issues and challenges and resources needed by the programs that comprise their respective areas.



In the coming year, the task force will continue its assessment and improvement work to increase the effectiveness of the Program Review processes, examining the six-year format to reduce redundancies in the questions and simplify the interface for users. The task force will also review other online systems that might replace the current one, and decide whether an annual program review format (plus six year comprehensive review) or a biennial reporting cycle with a comprehensive six year review might better serve the program review function and achieve the same goal of ongoing self-assessment and program improvement at the unit level.

### **Integrated Planning Efforts.**

One of the four components of the Strategic Planning efforts was to conduct an in-depth examination of the College's planning processes and to develop recommendations for developing integrated planning processes. The contractor who facilitated SMC's strategic planning efforts established a task force that identified existing college plans and documents and integrated planning processes; identified best practices for ideal integration of planning; evaluated the "gaps" between existing and ideal integrating planning processes; and finally developed recommendations for improvements to enhance planning integration. This effort is documented in pages IP-1 – IP-23 in the Strategic Planning and Facilitation Report already cited (R8-1).

Concurrent with these strategic planning activities conducted in 2016/17, a taskforce composed of members of the Student Success and Support Program (SSSP), Student Equity, and Basic Skills Initiative (BSI) steering committees was formed to address QFE Action Plan #1 and the 2016-2017 Master Plan for Education Update Objective #14 (identify tools and methods to integrate student success activities and similar student success projects). During the Spring 2017 semester, the taskforce members assessed the practices, services, and programs that were funded through the three funding streams. The taskforce reviewed and discussed infographics, developed by the Office of Institutional Research, to gain understanding of how three separate, grant-funded programs could work together and the impact of those programs on student outcomes (**Evidence R8-14b and R8-14c**).

Currently – at the midpoint of the College's seven-year accreditation cycle – the College has not yet reached the phase of monitoring the performance, and evaluating and refining the processes of the integrated planning cycle, but is working toward this goal.

### **Improved Communication Methods.**

The College is continuing to assess and improve methods of communication designed to inform the college community about strategic and integrated planning processes. Below is a summary of additional vehicle of communication added or improved since the last accreditation visit:

Strategic Planning Briefings: during the Strategic Planning effort of 2016/17, the College Superintendent/President issued several briefings to the college community to ensure that all were informed about the progress of the Strategic Planning Task Force and the related workgroups, and opportunities for members of the college community to provide input (**Evidence R8-15**).

Superintendent/President's Messages: Weekly emails (**Evidence R16**) to the college community have been issued by the President's Office, in addition to regular emails distributed on an as needed basis or when associated with college milestones or events (**Evidence R8-17**).

Public Communication (internal and external): The College’s Public Information Office oversees the College’s media relations efforts, coordinates external and internal communications, and provides the “intuitional voice” for the Superintendent/President through various communication channels including press releases, feature articles, a newsletter, videos, and more. Beginning Spring 2020, due to the unforeseen global pandemic COVID-19— which drastically impacted SMC instruction, support services, and college operations—the PIO’s duties Santa Monica College have become increasingly more focused on internal communications, and on keeping the college community informed on a regular basis.

Annual Report: In July, a summary report documenting the College’s achievements in a number of areas is compiled and shared with both the internal and external college communities. This compendium communicates developments in nearly every aspect of the College’s operations: instructional programs, specific initiatives such as Equity and Guided Pathways, student services, enrollment development, grants, and facilities (**Evidence R8-18**).

Web and Social Media. The Web and Social Media Office is part of the collaborative communication hub for Santa Monica College, a series of efforts to present a consistent and cohesive institutional voice for the campus. A new website ([www.smc.edu](http://www.smc.edu)) was launched in August 2020 (**Evidence R8-19**).

Reports to DPAC regarding recommendations: It is DPAC’s charge to make recommendations to the Superintendent/President. The Superintendent/President or designee responds to DPAC recommendations either in writing or through a report from the Chair at a subsequent DPAC meeting. The Superintendent/President’s responses are reflected in the DPAC minutes.

DPAC considers issues within its purview and makes recommendations to the Superintendent/President. If the Superintendent/President rejects, denies, or alters a DPAC recommendation, she informs the DPAC of the action at one of its subsequent meetings. If the Superintendent/President accepts a DPAC recommendation, she forwards the recommendation to the Board of Trustees (if appropriate) where individual board member votes on the recommendation are recorded into the public record.

To improve communication with the College community about these processes, DPAC has developed a quarterly summary of actions (**Evidence R8-20**). These summaries will ensure that college constituent groups have an understanding of planning processes.

### **Plan for the Next Three Years.**

In addition to the actions taken to date, the College plans to establish a task force to develop a comprehensive Master Plan for Education to accompany the Master Plan for Facilities and Master Plan for Technology. These three documents will help steer the College as it continues to implement the strategic initiatives defined for 2017 – 2022, and will address the challenges wrought by the COVID-19 pandemic.

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

## **THIS RESPONSE IS STILL IN WORK (AWAITING INPUT FROM JASON AND JENNY)**

Academic Affairs and the Information Technology department collaborated to build a mechanism by which the College ensures that all course syllabi, including accurate SLO information, are published to the student information system.

The College's Academic Affairs division has, for decades, required all instructional departments to maintain local copies—almost always paper copies—of all course syllabi for several years. The new method of electronically collecting course syllabi has several advantages. The 'app' devised by Information Technology and Academic Affairs not only saves paper but offers faculty a just-in-time remedial solution should they find missing or inaccurate SLO information on their essential course document.

Using mProfessor, the portal through which instructors conduct essential academic record keeping such as roster verification, office hour maintenance, and other administrative tasks, all faculty are asked to upload a syllabus for each assigned course section by no later than the end of the first week of instruction. However, before an instructor may upload a syllabus, the instructor must check a box to verify that the syllabus includes accurate SLO information. Should an instructor need a copy of the given course SLOs, mProfessor dynamically loads the correct course SLOs into a new window, for ease of review or even duplication by the instructor.

The source of the SLO information loaded into the syllabus application is a live database available to department chairs and Academic Affairs administrators for the purpose of editing and adding SLOs as part of the curriculum and program review processes.

**Evidence C2-1:** Screenshot of mProfessor



## Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

### Student Learning Outcomes (Standard I.B.2)

ACCJC Standard I.B.2 states: “The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.”

#### **Reflect on the College’s assessment processes since the last comprehensive review:**

##### **What are the strengths of the process that helps lead the College to improve teaching and learning?**

Assessments of SLOs have been a systematic and established process at SMC since 2011 when the College’s Information Technology department created a home-grown data collection system (the “SLO portal”) that allows faculty to enter student-level course and counseling SLO assessment results. The data system enabled instructional departments and counseling programs to view summary SLO data by course, discipline, department, and counseling program. However, the system produces static reports that displays one term of data at a time that are only available to the faculty member.

Since the last comprehensive review, the Institutional Research department developed interactive and dynamic data dashboards describing the SLO results (**Evidence IB2-1**). These data dashboards allow users to see SLO assessment trends over time and disaggregates SLO mastery rates by student demographic groups (i.e., race/ethnicity, gender). The data dashboards have improved the College’s capacity to analyze SLO assessment data, pull relevant insight from the data, and use the data to inform changes in courses/programs.

In 2018-2019, a taskforce with member representatives from the Academic Senate Joint Program Review and Institutional Effectiveness Committees and the District Planning Advisory Council (DPAC) revised the annual program review process. The new annual program review template includes revised questions that more explicitly ask programs to analyze, interpret, and reflect on their SLO assessment results and to tie objectives to the SLO assessment. The revised questions allow programs to design and implement immediate improvements based on assessment findings.

The Academic Senate Joint Curriculum Committee plays a key role in the outcome assessment process. The committee is responsible for reviewing and ensuring that all course SLO and program learning outcome (PLO) statements that are proposed are assessable and actionable (**Evidence IB2-2**).

##### **What growth opportunities in the assessment process has the College identified to further refine its authentic culture of assessment?**

A strength of the College’s SLO assessment process is that it allows programs, who best know their curriculum and services, the autonomy to define and assess their SLOs in a manner that is appropriate for their programs. While the existing process promotes program independence (a strength), there are not adequate processes in place to ensure that programs use their SLO assessment data *effectively* in their planning and continuous improvement efforts. The program review template and questions are one opportunity for programs to report their SLO results and how they use the data to inform future planning. However, program review is not intended to be a compliance or accountability tool. Currently, there is no college personnel (i.e., SLO coordinator), function, or office that is responsible for the coordination of SLO assessment and related activities. The College is evaluating options for developing

formalized structures and practices designed to ensure that SLO assessment activities are ongoing and faculty and staff have access to sustained training on SLOs.

Student service programs with counseling components continue to use the SLO portal to enter the assessment results for SLOs related to academic counseling sessions. These programs analyze year-over-year trends in SLO assessment results and regularly use the data to improve their services. However, the assessment process for other student support and learning service areas without counseling components, for example Admissions and Records, are not as robust. These programs need more guidance and support in the development of outcome statements, assessment, and use of data to improve teaching, learning, and services. In 2019, the Institutional Research department attempted to address this need by revising the job description of the “Research Analyst” classification to be renamed to “Research and Planning Analyst” and include duties that directly provide support for programs in activities related to outcomes assessment. Currently, the Institutional Research department is working on developing a suite of tools for student and learning support programs on outcomes assessment and data-informed planning and decision-making processes (**Evidence IB2-3**).

Another area for growth and improvement is the refinement of certificate and degree Program Learning Outcomes (PLOs). While PLO statements are in place for all programs, there is currently no systematic process in place for ensuring that the core required courses in the degree or certificate program align with the program-level outcomes. Through the process of developing program maps for guided pathways, several degrees and certificates were significantly updated, including revisions of PLO statements and alignment of course SLOs to PLOs (**Evidence IB2-4**). This process can be expanded in the future to include all programs.

**Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.**

Instructional and Service Programs and Administrative Units are required to track outcomes (whether student learning outcomes or unit outcomes or a combination of both) on an annual basis, and reflect on them, using longitudinal data, when they prepare their six-year comprehensive Program Review report. The Academic Senate Joint Program Review Committee reviews the reports and conducts an interview with each program going through the comprehensive program review process to affirm each program’s respective assessment and improvement processes and clarify other aspects of their report. The committee summarizes their findings in an Executive Summary which includes a summary of the program and its evaluation processes, and includes recommendations for improvement (by both the program to consider and, for overarching issues, improvements for the institution to consider) and commendations for each program (**Evidence IB2-5**). Below are examples of how course, program and services improvements have occurred based on the outcomes assessment data compiled by several programs as part of their six year program review.

Course Level Improvements:

The College’s Respiratory Therapy Program (**Evidence IB2-6**) is a good example of where a course level improvement has been made in response to outcomes assessment. It should be noted that the College’s Respiratory Therapy program is currently run jointly with East Los Angeles College (ELAC).

The program aligns its courses to Institutional Learning Outcome 5, by making the course content relevant to the students’ professional life. The program evaluates SLOs in collaboration with ELAC faculty, as required by their accreditor, Commission on Accreditation for Respiratory Care (CoARC). The program uses SLO results to make changes to its curriculum. For many of the respiratory therapy courses, the students achieve the stated SLOs by a very high percentage, well above the level required

by CoARC. However, the program notes that the successful achievement of the SLOs for Respiratory Therapy 30 falls well below the expected rate (67% rather than 75 percent), possibly because the students do not have hands on experience with the equipment discussed in the class. In response to this assessment, the program developed a new lab course to ameliorate this low success rate.

#### Program Level Improvements:

In Spring 2018, the Fashion Program's comprehensive six-year program review report (**Evidence IB2-7**) noted that the program focused on the SLO for FASHN [Fashion] 18, "Computer Aided Fashion Design and Merchandising" because this is an area that their advisory board had asked them to address. Twice yearly department meetings require all faculty to bring copies of their syllabi where general SLOs and the related assessments are analyzed and discussed and, as needed, strategies to address anomalies or lower than anticipated achievement levels are developed.

Other methods of assessment for program improvement include job placement, advisory board comments on the quality of its students as they enter industry, comments from employers who hire students as interns, student evaluations of faculty and student enrollment trends in each class as additional evaluation measures.

For example, the faculty discuss the students' performance and other aspects of the Fashion program with their Advisory Board at the semiannual meetings. These discussions with industry representatives, students and colleagues leads to program improvements overall. Please refer to pages 15 – 25 of the Program Review report included as evidence.

Two aspects of this assessment processes and subsequent improvement have been to update content to reflect professional industry standards and incorporate technology. They also led to the expansion of the fashion merchandising arm of the program.

#### Service Level Improvements:

In their six year Program Review (**Evidence IB2-8**), the Ombuds Office documented how they track Student Learning Outcomes to identify where program improvements could be made, but due to issues of confidentiality and the unique nature of each student's situation, the office has decided that Unit Outcomes would be more useful and has developed three UOs to track in future program review cycles. Moving forward, the office plans to use these UOs to assess how students hear about the services, how they access the services, and when they utilize the services.

This information will help improve the Ombuds office by focusing its marketing efforts, ensuring that hours of operation coincide with when students are able to access services, and improving methods of communication with students. Other means of assessment include regular meetings between the Ombuds staff to review cases and subsequent actions taken, and to reflect on handling future cases of a similar nature.

#### **In those areas where assessment may be falling behind, what is the College doing to complete the assessments per the College's schedule.**

When programs and services are not assessing their outcomes regularly, or when a program documents that the Student Learning Outcomes or Unit Outcomes are not "working" for them, the Program Review Committee notes that in their Executive Summary report which is provided to the program or unit going through the comprehensive program review cycle. Programs are expected to address how they responded to these recommendations in their subsequent annual reports and summarize those responses in their next six-year comprehensive report.

For example, the STEM program, relatively new to the College, completed its first six-year comprehensive program review cycle in Spring 2018 (**Evidence IB2-9**). The committee noted that the report did not include unit outcomes that were clear or led to meaningful assessment and improvement and recommended that the program work with Institutional Research on those outcomes. Those will be monitored in the subsequent program review cycles.

Another example of how a program is adjusting to complete assessments is the Latino Center/Adelante Program which also went through its comprehensive six-year program review in Spring 2018 (**Evidence IB2-10**). SLOs have been used by the program sporadically over the last six years. There have been 30 to 100 assessments for each SLO since Fall 2013. The SLOs comprised three questions to be asked of students after a counseling session but this method of assessment has not proven useful and counseling staff found that there was no time between appointments to input this data. The program switched to unit outcomes which they found to be a better method for assessing the program and identifying areas for improvement.

The Program Review Committee noted the following recommendations for the Latino Center/Adelante Program in the Executive Summary (**Evidence IB2-11**):

- Ensure that their evaluation process focuses on and results in improvement of the program by improving the assessment of SLOs and document how they are actively used to improve the program.
- Develop and implement (assess and use results for program improvement) Unit Outcomes.
- Use Tableau to assess the success of students who access Latino Center/Adelante services.

As mentioned in the previous question, the College currently does not have a dedicated person, office, or committee responsible for coordinating the many activities related specifically to outcomes assessment. The Ad Hoc Program Review taskforce, with representatives from the Program Review, Institutional Effectiveness, and Curriculum Committees, DPAC, Department Chairs, and Administration, and including the Accreditation Liaison Officer, are meeting throughout the 2020-2021 year to make recommendations on how the College can build an infrastructure to support outcomes assessment.

### Institution Set Standards (Standard I.B.3)

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

Using the most recent Accreditation Annual Report sent to the Commission in April 2020 (**Evidence IB3-1**), the College will reflect on its trend data on institution-set standards for course completion, certificate completion, degrees awarded, and transfer.

#### ***Has the College met its floor standards?***

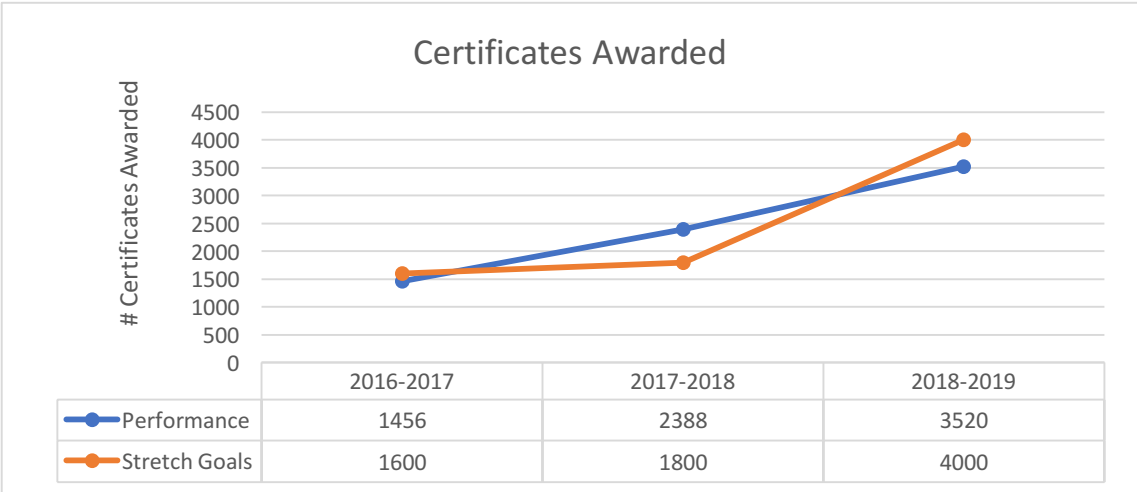
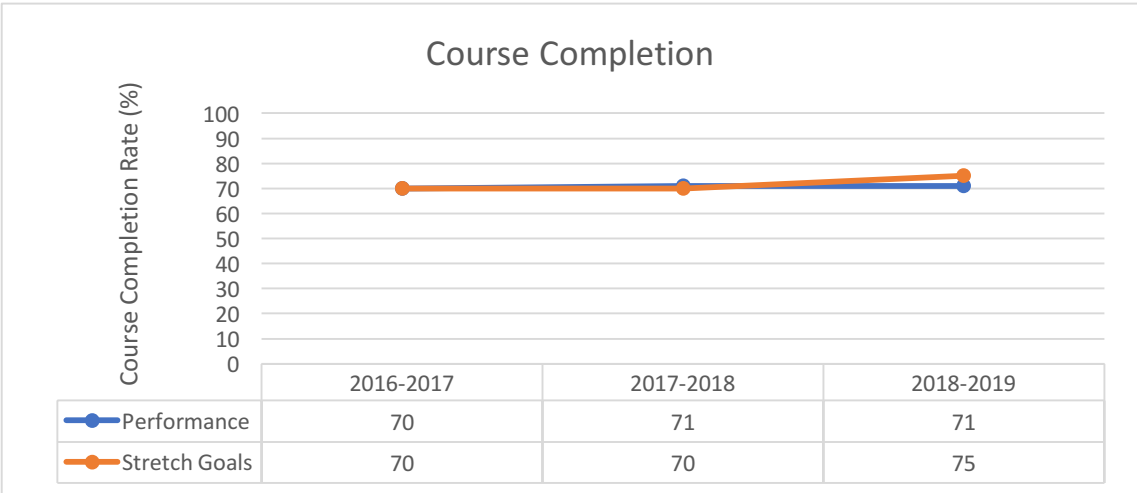
In the last annual report (2020), the College exceeded the institution-set standard for the four annual report metrics (course completion, certificate completion, degrees awarded, and transfer). The institution-set standards are recommended by the Academic Senate Joint Institutional Effectiveness Committee and is based on a calculation based on previous year’s performance.

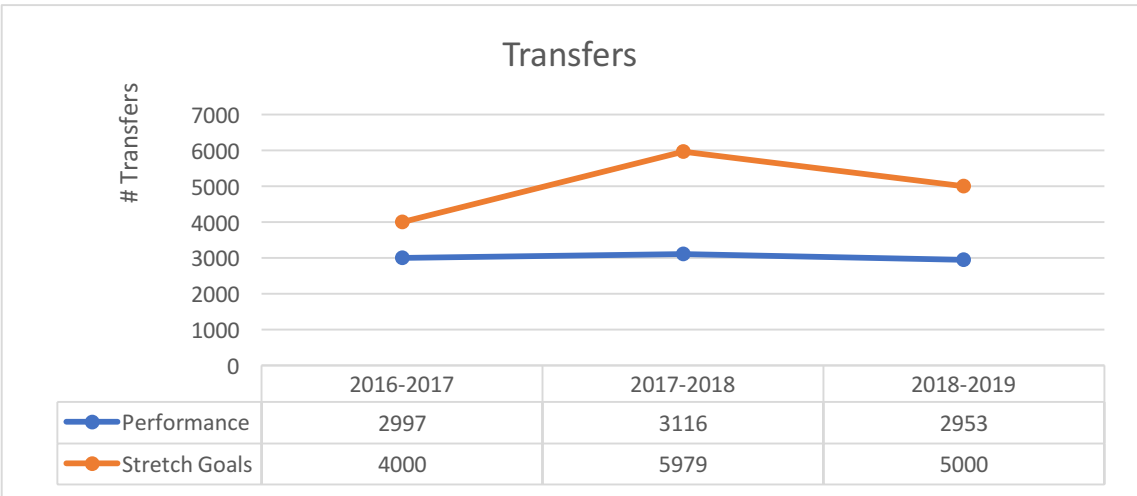
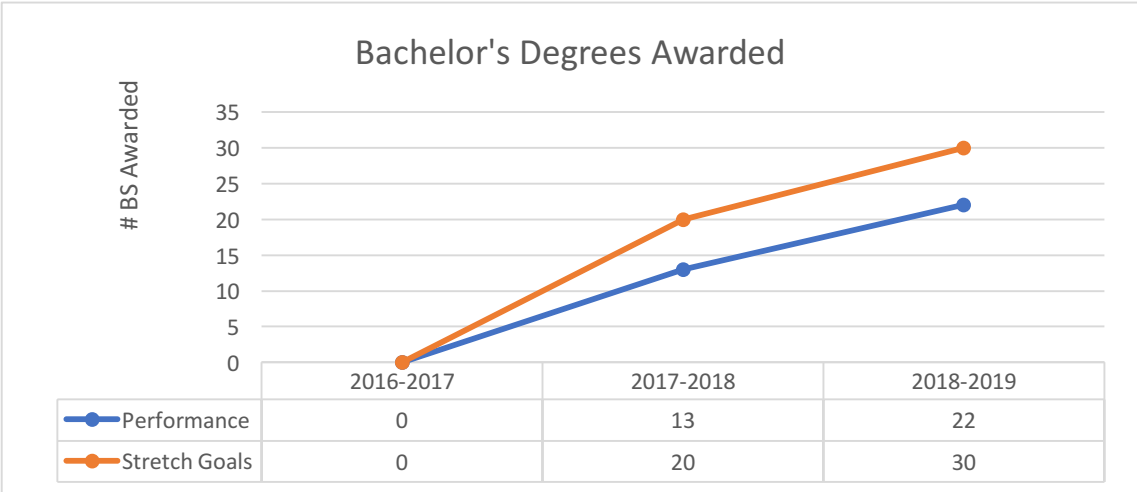
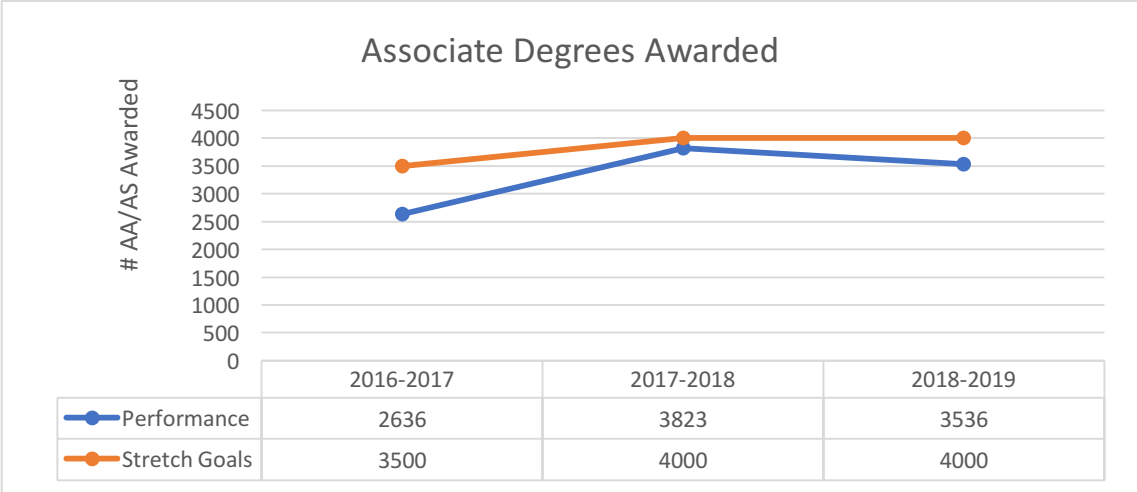


	2018-2019 Performance (Reported in 2020 Annual Report)	Institution-Set Standard	Difference (Performance – Standard)
<b>Course Completion</b>	71%	65%	+5%
<b>Certificates</b>	3520	1410	+2110
<b>Degrees Awarded</b>			
<b>AA/AS</b>	3536	1796	+1740
<b>BS</b>	22	10	+12
<b>Transfer</b>	2953	2618	+335

**Has the College achieved its stretch (aspirational) goals?**

To account for external factors, such as implementation of an award without petition (auto-award) program and transfer institution policies, that affect college performance, the stretch goal is adjusted annually by the Academic Senate Joint Institutional Effectiveness Committee to reflect the College’s “true” aspiration for student outcomes.





Based on the 2018-2019 performance, the College has not achieved the stretch goals for the four metrics. However, the data indicates year-over-year improvement for certificates and bachelor's degrees awarded. Course completion has remained relatively stable over the last three years at 70-71%. In the prior two years, the stretch goal was met for course completion, but the goal was increased by 5%

for the 2018-2019 performance year as the College wanted to set a more challenging goal for improvement. Transfers has also remained relatively stable over the last three years.

***What initiative(s) is the College undertaking to improve its outcomes?***

Efforts to redesign college practices, structures, policies, and student experiences are currently underway through guided pathways initiatives. Two examples include:

- **Student Care Teams:** The College is currently piloting a new model, informed and designed based on research and inquiry conducted by a Redesign Inquiry Team, to provide advisement and counseling support for students (**Evidence IB3-2**). Previously, students accessed counseling support and services through a first-come-first-serve model. In order to provide more proactive and personalized counseling, the College is currently implementing Student Care Teams (SCTs), a case-management model for student advising and support. SCTs are made up of a team of various institutional agents, including academic counselors, program specialist, peer navigators, career counselors, financial aid technicians, and instructional faculty, who work together to provide support for students through their educational journey. SCTs are organized by Areas of Interest (meta-majors) and proactively outreach to students who major or express interest in a program that falls within the specified Area of Interest. In Fall 2020, the peer navigator component of the SCTs (designed based on student focus group findings) will be piloted for the STEM Area of Interest (**Evidence IB3-3**). The college recently was awarded a Title V Hispanic-Serving Institution (HSI) grant focused on implementing and institutionalizing the SCT model using an equity-minded lens (**Evidence IB3-4**). The new model of advising will ensure that students will receive just-in-time and personalized support and build community with peers and ultimately improve student degree/certificate/transfer completion.
- **Gateway to Persistence & Success (GPS):** The College recently purchased a student retention technology system called Starfish (rebranded by Santa Monica College as GPS). GPS features various student retention “solutions,” including early alert, predictive analytics, and educational planning (**Evidence IB3-5**). At this time, the College is focused on the implementation of the early alert component. The early alert system was piloted in Spring 2020 with selected faculty (approximately 100) and will be fully implemented for all faculty in Fall 2020. The early alert component of GPS features kudos (given to students to acknowledge something the student has done well), flags (given to students when the faculty member would like to meet with the student), referrals (given to the student and a third party when the faculty would like to refer the student to a support service), and a progress survey (a designated time in which instructional faculty are asked to consider the progress of their students). One of the benefits of the early alert system is that faculty can communicate with students *before* they are struggling in their courses and refer appropriate support (tutoring, counseling, etc.). The tool will improve student retention which allows them to continue their progress towards completion of their educational goals, including graduation (degree/certificate completion) and transfer.

***How does the College inform its constituents of this information? Evidence: Provide the most recent Annual Report used for this reflection.***

The metrics included in the ACCJC annual report (**Evidence IB3-1**) are integrated into the College’s Institutional Effectiveness process. Institutional Effectiveness (IE) at SMC is a systematic and continuous process involving regular review and discussion of the College’s performance on a set of metrics that indicate whether the College is achieving its mission. The Academic Senate Joint Institutional Effectiveness Committee is charged with reviewing and analyzing the College’s performance on metrics

against Institution-Set Standards and target goals for improvement. Each of the ACCJC metrics are included in the annual Institutional Effectiveness dashboard (a visual tool summarizing the College's performance on the Institutional Effectiveness E metrics over time) (**Evidence IB3-6**). The results of the committee's analyses culminate in an annual report that is shared with the Board of Trustees, DPAC, and Academic Senate which includes recommendations for areas of focus in DPAC's Annual Strategic Planning Report and Board Priorities and Goals processes (**Evidence IB3-7**).

## Report on the Outcomes of the Quality Focus Projects

As part of its 2016 accreditation self-evaluation process, Santa Monica College identified two action projects for inclusion in the Quality Focus Essay (**Evidence QFE1-1**). The first is the Integrated Student Equity and Success Plan, the objective of which is to integrate the many activities that support student success and equity. The second QFE plan addresses the College's need to update and expand its technology infrastructure.

### Action Plan #1: Integrated Student Equity and Success Plan

#### Background

The first Action Plan focuses on the integration and coordination of the College's various planning efforts that seek to improve overall student success and reduce equity gaps for the most disproportionately impacted groups. Prior to the 2016-2017 Institutional Self-Evaluation Report, Santa Monica College primarily engaged in independent and parallel processes to develop and implement the state-mandated plans and budgets addressing student success and equity: Student Success & Support Program (SSSP), Student Equity (SE), and Basic Skills Initiative (BSI).

At the time, the three initiatives had distinct requirements specified in Education Code and title 5 regulations which required that the plans were budgeted and reported on separately. However, analyses of the College's performance on accreditation Standards IB (Institutional Effectiveness) and IIC (Student Services) revealed that the support services, programs, and related planning efforts tended to work in parallel to one another instead of in as an integrated and cohesive effort. As a result, there was considerable overlap in the funded activities, the various programs failed to reach a broader student population, and the plans didn't lead to large improvements in student success and equity outcomes.

Thus, this QFE Action Plan was designed to prioritize the alignment and better integration of current student success and equity practices and programs and to leverage the three streams of state categorical funds to provide a more comprehensive and coordinated experience for students in their programs.

The following summary identifies the activities undertaken for this quality focus project, presented in chronological order.

#### Phase I - Identification

On October 26, 2016, Santa Monica College's central planning body, the District Planning Advisory Council (DPAC) approved 15 annual objectives to be included in the 2016-2017 *Master Plan for Education (MPE) Update* document (**Evidence QFE1-2**), with two annual objectives designed to address QFE Action Plan #1 (integration of student success and equity plans):

- Objective #13: Develop a five-year strategic plan.
- Objective #14: Identify tools and methods that will integrate Student Success activities and similar student success projects across campus in order to maximize the impact on students.

#### Strategic Planning Process

In Fall 2016, the College began preparing for the development of the next five-year strategic plan (2016-2021). The strategic plan aspired to be the single institutional planning document that centralized and

guided all other planning efforts, including the process to integrate the student success and equity plans. In October 2016, the College hired a consulting group, the Collaborative Brain Trust (CBT) to facilitate and guide the five-year strategic planning process (**Evidence QFE1-3**). Two of the four project areas for which the CBT collected data and evidence and provided recommendations included a focus on Student Success and Equity and Integrated Planning. A Strategic Planning Task Force (SPTF) (**Evidence QFE1-4**), with members from all campus constituent groups, worked closely with CBT to develop the College's 2017-2022 Strategic Initiatives and Objectives (**Evidence QFE1-5**).

Through this process, six strategic initiatives and 29 objectives supporting the initiatives were developed. The strategic initiatives, together, aimed to clarify and streamline the planning processes, revise and rebuild the College's planning infrastructure, and explicitly identify common goals for student success and equity.

The six 2017-2022 strategic initiatives are:

1. Close the gaps in educational outcomes among student groups
2. Expand Santa Monica College's identity by enhancing and diversifying educational and career opportunities and pathways for students
3. Foster institutional effectiveness and innovation by improving long-term and integrated planning linked to resource allocations
4. Develop a human resources plan which supports student success by achieving benchmark levels of full-time faculty, classified staff, and administrators
5. Improve facilitates and technology infrastructure, integration, and staffing.
6. Assure an effective and dynamic college by ensuring long-term fiscal stability.

The strategic initiatives help to build the capacity of the College to engage in evidence- and data-informed planning and sets the parameters for planning and resource allocation efforts to be conducted in a more integrated and systemic way.

### *Integrated Planning Taskforce*

Concurrent with the strategic planning activities, a taskforce of members of the SSSP, Student Equity, and BSI steering committees was formed to address QFE Action Plan #1 and the 2016-2017 Master Plan for Education Objective #14 (identify tools and methods to integrate student success activities and similar student success projects). During the Spring 2017 semester, the taskforce members took stock of the practices, services, and programs that were funded through the three funding streams. The taskforce reviewed and discussed infographics, developed by the Office of Institutional Research, to gain understanding of who participated in the grant-funded programs and the impact of the programs on student outcomes (Some examples: Chemistry 10 Boot Camp; Adelante and Black Collegians Program Counseling, Supplemental Instruction, Sociology Coaching Program) (**Evidence QFE1-6**). A theme that emerged from the spring Integrated Planning Taskforce activities was the need to have an integrated plan that scaled existing programs to serve a larger population of students, particularly students who were from one or more of the disproportionately impacted groups identified in the Student Equity Plan. This theme was incorporated and is prevalent in the Integrated Plan.

In February of 2017, the California Community College's Chancellor's Office (CCCCO) notified the system that all community colleges were required to submit one single plan (the 2017-2019 Integrated Plan) representing the goals and expenditure reporting for the three student success and equity plans: SSSP,

Student Equity, and BSI (**Evidence QFE1-7**). The efforts to implement Action Plan #1 of the QFE and respond to the new state requirements were merged. Ultimately, the Integrated Planning Taskforce used the planning guidance documents and templates supplied by the CCCCO (released in Fall 2018) to write the 2017-2019 Integrated Plan (**Evidence QFE1-8 and QFE1-9**).

In July 2017, the California Community Colleges Chancellor's Office (CCCCO) released a document detailing the strategic vision of the system, *Vision for Success: Strengthening the California Community Colleges to Meet California's Needs*<sup>1</sup>. The document, based on an extensive review of research and literature on California Community Colleges and input from a broad range of stakeholders, outlined five ambitious systemwide student success metric goals to be achieved by 2022, to improve outcomes for students, accelerate the rate of improvement, and advance student equity for racially minoritized and other historically marginalized student groups. The *Vision for Success* specifies that the system will achieve its five goals through a guided pathways framework. The Integrated Planning Taskforce responded to the system's call to advance student success and equity through a guided pathways framework by expanding membership of the Integrated Planning Taskforce to include members of the College's newly formed Guided Pathways Taskforce in Fall 2017.

## Phase II - Planning

The Integrated Planning Taskforce met regularly throughout the Fall 2017 semester to write the 2017-2019 Integrated Plan (aforementioned Evidence QFE1-8 and QFE1-9), which was approved by the Santa Monica College Board of Trustees on January 16, 2018 (**Evidence QFE1-10**).

Included in the plan was the College's equity vision, equity mission, and five overarching goals that were informed by the 2017-2022 Strategic Initiatives, *Vision for Success* goals, and guided pathways pillars.

**Equity Vision:** 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." Equity

**Equity Mission:** 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.

**Five Goals** (to be achieved through a guided pathways framework):

1. 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 Latinx students and other groups experiencing equity gaps.
4. Increase the overall number of degree and certificates awarded and successful employment outcomes for African American and Latinx students and other groups experiencing equity gaps.

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<sup>1</sup> CCCCO Vision for Success: [https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess\\_web.pdf](https://foundationccc.org/Portals/0/Documents/Vision/VisionForSuccess_web.pdf)

5. Increase the overall number of students who are transfer prepared and successfully transfer among African American and Latinx students and other groups experiencing equity gaps.

To implement the guided pathways goals listed above, the College pursued a grant from the American Association of Community Colleges (AACC) and in the summer of 2017, SMC received the Award for Innovation to begin making the transformational changes for our students (**Evidence QFE1-11**). SMC was selected as the only college in California to participate in the AACC Pathway 2.0 Project. A cross-functional “Guided Pathways Taskforce” whose membership included faculty (both instructional and counseling), administrators, and students was created.

The taskforce investigated the Guided Pathways Framework in detail and established three goals (reduce / eliminate equity gaps, reduce time to completion, and increase rates of completion) to further facilitate the work outlined by the existing Integrated Plan. “Guided Pathways” was also rebranded as the “SMC Redesign of the Student Experience via a Guided Pathways Framework” (SMC Redesign) to account for the comprehensive nature of the work.

### Phase III – Implementation (Implemented and In Progress)

#### Redesign Efforts

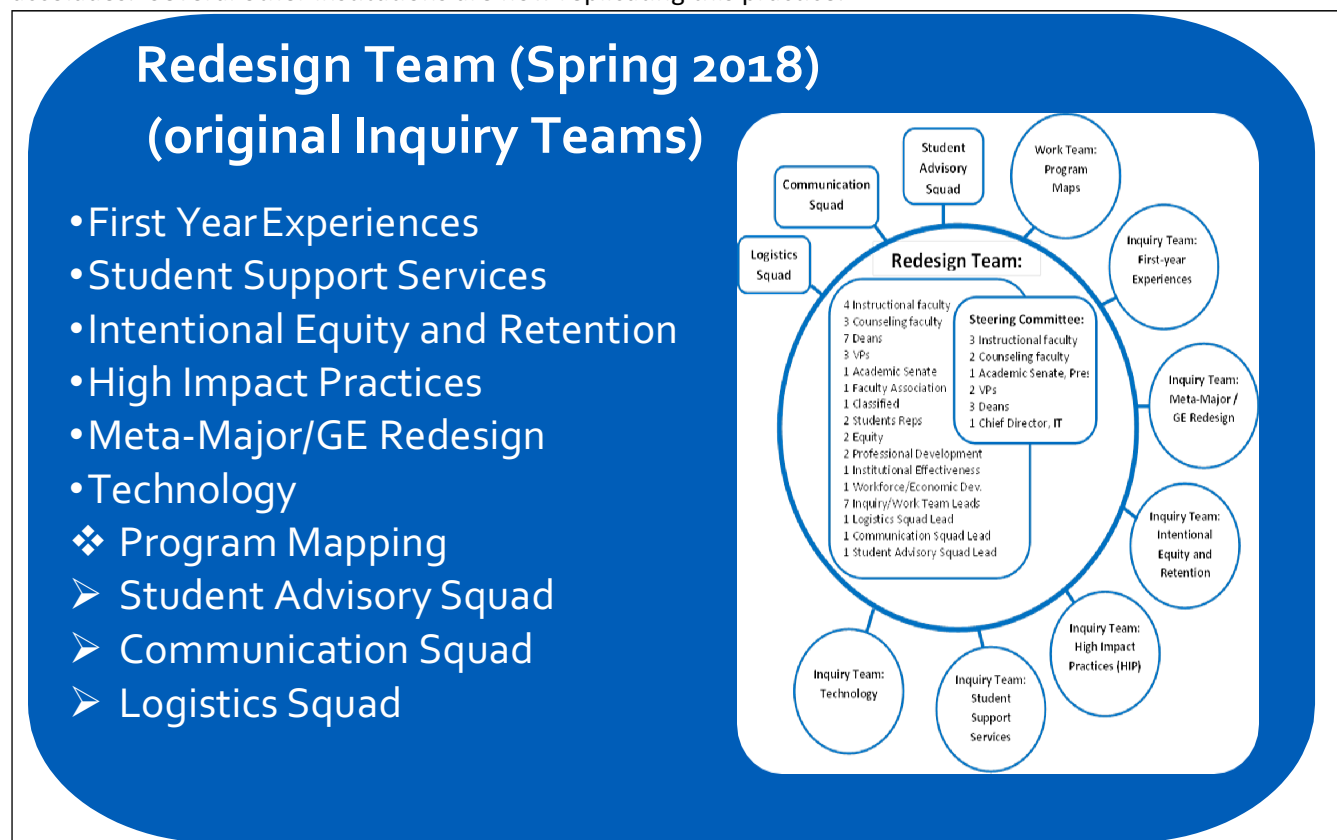
In January 2018, a two-day retreat was held for more than 100 college participants (faculty, staff, administrators, and students) to “Build the Culture” at SMC regarding significant change (**Evidence QFE1-12**). The specific objectives of this event were to 1) establish campus wide understanding and ownership of the SMC Redesign; 2) establish a sense of urgency to redesign; and 3) establish a sense of possibility for a more equitable student experience.

In March 2018, SMC President Jeffery published to the entire District the “Call to Action” (or a “Making the Case” Statement (**Evidence QFE1-13**)) which advanced the need to make significant changes at the College in the interest of students and of closing the equity gap.

Recognizing the magnitude of a comprehensive redesign, an organizational structure was developed (borrowed liberally from Skyline College). As shown below, this structure included six Inquiry Teams who met regularly to research and investigate questions pertinent to the comprehensive redesign (First Year Experiences, Student Support Services, Intentional Equity and Retention, High Impact Practices, Meta-Major/GE Redesign, and Technology). The structure also included one Work Team (Program Mapping) that met regularly to plan for implementation. Additionally, three Support Squads (Logistics, Communication, and Student Advisory) were created to serve as experts/consultants/trouble-shooters in guiding the work of the comprehensive redesign and consider issues related to implementation. Of note is the integration of students into this work. The Student Advisory Squad consisted of 10-12 students from a variety of backgrounds and experiences. While the Student Support Squad met as a squad on its own, its members were also integrated into the Inquiry Teams to ensure student voices. SMC’s integration of students in the Redesign efforts was quite unique and, in fact, has received many



accolades. Several other institutions are now replicating this practice.



At the conclusion of 2017-2018, the Inquiry teams developed a list of recommendations (**Evidence QFE1-14**).

One insight from the Inquiry Teams was that the original Redesign structure was overly broad and there was too much overlap between the charge of each team. Thus, in the summer of 2018, the Inquiry/Work Team Leads and the varied key leaders on campus were brought together for a two-day working meeting. Nine Redesign Goals and Objectives (**Evidence QFE1-15**) were collectively developed and were unveiled to the entire campus at the fall 2018 Opening Day (**Evidence QFE1-16**). The goals encompass the entire college, thus requiring the support, ownership, and involvement of multiple key constituents.

The Redesign Inquiry and Work Teams for 2018-2019 developed organically from the original inquiry teams' recommendations and were informed by the Redesign Goals and Objectives. For 2018-2019 these included the following teams: Guided Career Exploration, Needs Assessment, Student Care Teams, Community Building—New SSC Building, and Program Mapping. The charge of each team as well as the recommendations and/or deliverables were defined to guide their work (**Evidence QFE1-17**).

During summer 2019, another two-day working meeting was held. On one day the attendees focused the discussion on “**Campus Culture vis-à-vis Racial Equity**” and a reassessment of the **Redesign Goals**. The other day focused on the development of a prioritization rubric for the expenditure of **Student Equity and Achievement Program funds**.

As a result of the recommendations and/or deliverables from the 2018-2019 Redesign teams as well as the reassessment of the Redesign Goals over the summer, the following teams were formed for 2019-2020: Phase 1 Program Maps Vetting, Equitizing Student Care Teams, SMC GPS (“Starfish”) Implementation, Student Instructional Support / Learning Resources, Access to Services, Onboarding, Orientation, Summer Programming for Black and Latinx First Time in College (FTIC) Students, Equitizing Gateway Courses, Course Scheduling and Enrollment, and Community Building—College-wide. Each group developed a charge to guide their work and made recommendations to the Redesign Taskforce (**Evidence QFE1-18**).

A lesson learned over 2019-2020 was that the redesign effort took on too much scope and, as a result, the College was unable to devote the required attention to fully bring about implementation of desired changes. Therefore, it was determined that five items (in the form of DPAC Action Plans) would be the focus for 2020-2021. These include: Program Maps, Equitizing Gateway Courses, Student Care Teams in STEM programs, Instructional Support/Learning Resources, and implementation of the College’s GPS system.

As a result of the COVID-19 pandemic and the move to remote instruction through at least the fall of 2020, these DPAC action plans have been revised (**Evidence QFE1-19**)

### Equity-focused Activities

The Student Equity Plan is designed to work toward achieving racial equity in educational outcomes for Latinx and African American students, who experience the greatest gaps in service across each metric measured in the plan (**Evidence QFE1-20**). The plan outlines several priorities that are being undertaken to engage in intentional work around the assessment of campus climate, professional development and coordinated planning activities designed to achieve racial equity at Santa Monica College.

The plan also documents the various academic interventions, counseling support, administrative and classified positions that align with both the Vision for Success and Student Equity Plan Goals. These ongoing activities will be assessed as part of the equity-minded inquiry and presented to college planning committees for input on scaling of successful programs. This section summarizes implementation activities associated with the plan.

At the institutional level, the College’s **Center for Teaching Excellence** has led in developing equity-focused professional development opportunities for college faculty, staff, students and administrators. Examples of these activities include:

- **“Equity Speaks”** - Monthly discussions available to the campus community to create spaces where a deeper level of understanding surrounding the impacts of race on the experience of Black and Brown students and employees of color. (**Evidence QFE1-XX**)
- **“Equity Brown Bags”** - Hour-long sessions where colleagues share racialized equity issues to get feedback about best practices for better outcomes for Black and Brown students. (**Evidence QFE1-ZZ**)
- **“Equity Office Hours”** - Weekly office hours offered to SMC employees where confidential discussions surrounding classroom practices and operation of services and the impact on Black and Brown students. Employees also discussed their own personal racialized experiences that impact their work environment. (**Evidence QFE1-YY**)

The College's classified staff are also pursuing Equity-related professional development activities including zoom meetings and an Equity series developed specifically for staff "Equity Strong" (**Evidence QFE1-XXX**).

The **Center for Teaching Excellence** has also partnered with Student Equity, Guided Pathways, Institutional Research, Workforce & Economic Development, and BSI/BSSOT (Basic Skills Initiative/Basic Skills Student Outcomes and Transformation) to provide needed professional development opportunities to faculty, staff and administrators. Highlights include:

- Supporting the **Undocumented Ally Program** which trained over 170 members of the campus community on how to be allies to our undocumented students and community;
- Being a host site for **Black Minds Matter**, an eight-week online "public course" titled "**BLACK MINDS MATTER: A Focus on Black Boys and Men in Education.**" After each session there was a facilitated conversation on the ways that Black minds are engaged in the classroom;
- Creating a **25-member, cross-campus teams** to attend the **National Conference on Race and Ethnicity (NCORE)** each year.
- Expanding the Center's annual Faculty Summer Institute (FSI) to include classified professionals, and therefore renamed to be the **Classified – Faculty Summer Institute (CFSI)**. Faculty and Classified Educators came together for a two-week intensive training on pedagogy, student services, and creating a culture of equity minded practices to serve historically marginalized students.

The **Equity Steering Committee** continues to develop and support practices, activities, and policies that seek to close the racial equity gaps that exist at SMC. Specifically, the committee has:

- Continued to provide ongoing training and discussions with various SMC departments and during **Flex Day** about the praxis of student equity, including educating employees about the new Student-Centered Funding Formula and its direct relationship to racialized student equity. The movement from the use of the term *student equity* to *racialized student equity* is in order to emphasize the focus on African American and Latinx students.
- Shifted from providing **Equity Brown Bags** that focus on topics for college employees to offering **Student Brown Bags** targeting African American and Latinx students to get feedback about their experience in accessing services, experience within the classroom with faculty, and their overall thoughts about the level of support at SMC.
- Continued to engage in professional development including sessions with consultant **Dr. Veronica Neal**; UCLA Professor **Dr. Tyrone Howard** at a campus-wide workshop and a specific **Equity Speaks** that allowed faculty, staff and administrators the opportunity to engage in Q&A to gain feedback from this leading equity practitioner and researcher; a special equity workshop with **Dr. Shaun Harper** for the college president and senior staff to discuss how racialized student equity can be executed at the senior leadership level; **Annual Equity Summit** on racialized campus incidents which was attended by 86 members of the college community; and continued **engagement with USC Center for Urban Education** to receive training for key SMC leadership to develop the racialized student equity plan as a blueprint for executing the activities for equity.
- A month-long, concentrated equity training was made available to all SMC Classified Educators and focused specifically around the needs of **Supporting Men of Color**.

- Dr. Frank Harris led an all-day **Equity Summit** that was attended by Classified Educators, Faculty and Administrators. This was SMC's 6th annual Equity Summit.
- In partnership with Student Equity and STEM Program, the College received a \$2,493,400 NSF five-year grant focused on providing in-depth, equity-focused training to probationary full-time faculty in STEM departments. Kick off of first year activities was delayed due to the COVID-19 pandemic but is underway for an online rollout in Fall of 2020 (**Evidence QFE1-XXXXX**).
- In partnership with the SMC Redesign, the **Equitizing Gateway Courses work team developed in depth, equity focused training for faculty teaching eight "gateway" courses**—courses with high enrollment by Black and Latinx students in their first year and with significant equity gaps. This in-person training was not rolled out. Instead, this project is on hold pending a return to campus, and the team leads instead joined forces with Distance Ed faculty, administrators and staff to infuse equity-minded principles into the Distance Education training being provided to all faculty and staff in the Spring, Summer and Fall of 2020.

Specific college programs have also implemented strategies to address Equity:

- The **Redesign Implementation Team and Equity Steering Committee** leaders continued efforts at integration with Steering Committee leads joining the Implementation Team, and the joint group taking responsibility for creating a truly integrated **Student Equity and Achievement Program (SEAP)** budget. The SEA Program was created by the Chancellor's Office by combining three distinct categorical funding sources that had different requirements for the use of the funds. Integration of these three to create the SEAP budget therefore requires migration of many ongoing costs, costs that aligned with prior fund restrictions, to other funding sources, thereby ensuring SEA funds be allocated to activities more directly aligned with SMC's equity goals.
- The **Scholars Program** has focused on recruiting Latino/a/x and African American students. Efforts have been made to work collaboratively with the African American Collegiate Center and the Latino Center to address some of the cultural nuances regarding education particularly for these students. Program leaders have provided presentations to special populations at their program orientations. In addition, recruitment efforts include workshops and presentations to local high schools, VIP Welcome Day, Super Saturday events, and Counseling 20 classes.
- After receiving intensive equity training with an expert facilitator, the **Counseling Department** launched its first ever "**Counselor-Student Equity Framework,**" a series of equity-centered **recommendations for standard counseling practices** to be included in each counseling session. The department also provides ongoing training for existing counselors, on topics such as student equity, gender inclusivity, and working with academically at-risk students.
- **The Office of Human Resources** developed **an equity statement which is included in all academic job announcements**, and updated **its hiring orientation processes** to include equity-minded hiring practices. The Office also supported **three EEO/Diversity focused training sessions during Fall 2019 Professional Development Day (Opening Day)**. These workshops, presented by Dr. Eugene Whitlock, Assistant Vice Chancellor for Human Resources/Chief Human Resources Officer at UC Berkeley, discussed diversity, equity and unconscious bias in the classroom, with more than 150 faculty staff and administrators in attendance.

- The **Equal Employment Opportunity (EEO) Advisory Committee** reviewed and revised the EEO Plan (**Evidence QFE1-XXXXX**).
- The **Student Equity Center** was created and funded, as proposed by the Social Justice and Equity task force. However, the opening of the physical space has been delayed by the COVID-19 pandemic. A Student Equity Website has been established (smc.edu/sec) and an advisory committee has been formed following to oversee the implementation of the recommendations (**Evidence XX#**).
- In 2019-20 via the SMC Pathway Redesign efforts, **online orientation** was analyzed to ensure student equity, access, and ease of use, as well as time-on-task by ethnicity comparison. The review was completed in June 2020; many of the recommendations are being completed this Summer.
- In Fall 2019, the **Office of Institutional Research** administered a **student survey assessing campus racial climate (the National Assessment of Collegiate Campus Climates or NACCC of the USC Center for Race and Equity)**. Over 3,000 students responded to the online survey and the College expects to receive the results of the survey from the USC Center for Race and Equity later this year. The Office also held a two-part training series (“Redesign Equity Clinics”) focused on helping Redesign team leads identify salient research questions about the experience and outcomes of racially minoritized students.

The **Board of Trustees** included equity in its 2018-2020 goals and priorities (**Evidence QFE1-XX1 and XX1a**) and in May 2019, the Board voted unanimously to set the target goal for the elimination of equity gaps—for African American and Latinx students, where the gap is greatest—to a timeline of 2021-22 (the institutional goals are required to be set against the five “institutional equity metrics” identified in the 2019 Student Equity Plan: access, retention, transfer level, English/Math completion, degree and certificate completion, and transfer) (**Evidence QFE1-XX2**).

In 2019-20, the college community continued its ongoing efforts in alignment with its Equity Vision and Mission statements, and to achieve improvements in the five Institutional Equity Metrics identified last year in the SMC Student Equity Plan (access: application to enrollment; retention: Fall to Spring; transfer level English/Math completion; degree and certificate completion; and transfer to any four-year institution). Through the implementation of AB 705, **the number of Black and Latinx students who completed transfer level English and math increased significantly**.

Most recently, In the wake of George Floyd’s murder—which sparked protests against racial injustice on a scale that has not been seen for a generation—many difficult, honest, heartfelt discussions took place within the SMC community, and are continuing. The College seeks to maximize this energy to accelerate progress toward achieving its equity goals through **regular affinity group discussions** for various communities; participation in The California Community College Equity Leadership Alliance founded by Dr. Shaun Harper of the USC Race and Equity Center; and **collegewide employee access to Supporting Men of Color online training**. In late Spring 2020, the Black Lives Matter movement brought social justice and anti-racism to the forefront of public consciousness. A total of 780 faculty and staff participated in a series of **Zoom-based social-justice focused discussions, facilitated by renowned facilitator Dr. Donald Grant**.

#### **Phase IV – Monitor Performance and Phase V – Evaluate and Refine**

The College is not yet at these phases of the plan.

## Action Plan #2: Transformative Technology Plan

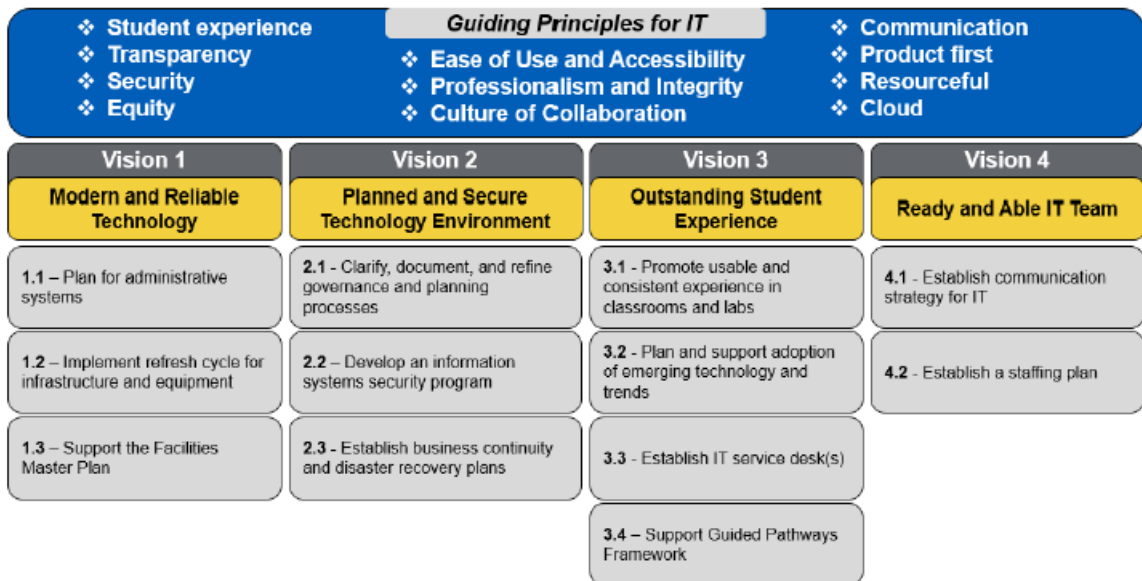
In 2017, shortly after the fall 2016 Accreditation Site Visit, the College embarked on its five-year, comprehensive strategic planning exercise (detailed in the response to QFE Plan 1 and in the Response to Visiting Team Recommendation #8) to set overall priorities for the institution. One of the resulting Strategic Initiatives was to “improve facilities and technology infrastructure, integration and staffing,” which aligned with the second plan set forth in the College’s Quality Focus Essay. This plan, in turn, gave rise to a DPAC Action Plan (#7) in 2018/19, which was assigned to the Information Technology, the Technology Planning Subcommittee, and the Academic Senate (**Evidence QFE2-1**). The action plan called for the pursuit of seed money through the California Community College’s Institutional Effectiveness Partnership Initiative (IEPI) grant program to develop a technology master plan.

To support this effort, the College requested technical assistance from a Partnership Resource Team (PRT) (**Evidence QFE2-2**). The request was funded and the PRT’s assessment of the College’s progress in developing a technology master plan is documented in the team’s assessment (**Evidence QFE2-3**) and final report (**Evidence QFE2-4**). On the recommendation of the PRT, the Chancellor’s Office approved the “seed money” grant.

The College used the IEPI funds to hire an external consultant, Berry Dunn, who undertook a two phased approach. Phase 1 was a Technology Assessment, a collaborative process that engaged over 900 participants in focus groups, surveys, peer reviews (of other colleges) and planning meetings (**Evidence QFE2-5**). Participants from all college constituent groups were engaged, including administrators, faculty, students and staff, plus representatives of several other community colleges for the peer reviews.

Phase 2 culminated in the *Technology Master Plan, 2020 – 2025* (**Evidence QFE2-7**) and an Information Technology Staffing Plan (**Evidence QFE2-8**). The College formed an Information Technology Strategic Planning Team composed of IT managers and classified personnel (**Evidence QFE2-9**). The team and consulting firm developed mission and vision statements, guiding principles, and vision categories statements with specific initiatives to be undertaken in the next five years. A summary of the master plan structure is shown below.





The *Technology Master Plan* is intended and has become a living document that evolves as technology needs and circumstances change. For example, Vision Statement 1 has as an initiative “Plan for Administrative Systems.” As shown in the diagram below, the focus here was to replace the College’s aging, home grown Enterprise Resource Planning system (known as ISIS – Integrated Student Information System), because its foundational operating system, Oracle Forms, had reached its end of life. However, the advent of the COVID-19 pandemic, current technological limitations, and a worsening budget climate forced the College to implement alternative solutions for the time being. Having a plan in place has allowed the College to pivot and seek alternate solutions, while maintaining focused on the initiative and its outcomes. Note also that each initiative is linked to the College’s Strategic Initiatives outlined in its 5-year strategic plan.

#	Initiative	Initiative Description	Benefit/Outcome	Linkage to SMC Strategic Initiatives
<b>Vision 1   Modern and Reliable Technology</b>				
1.1	Plan for administrative systems	Define and communicate a strategy for administrative systems at SMC, including implementing a modern Enterprise Resource Planning (ERP) system; completing the work that needs to be done to get there; and supporting existing systems in the interim.	Enables the College to approach a future ERP implementation in a thoughtful and structured way, and will serve to gain buy-in for change from the campus community.	Improve facilities and technology infrastructure, integration, and staffing.

In another – and timely – example of how the plan is a living document that allows the College to respond to external conditions is Vision Statement 3: Outstanding Student Experience and Initiative 3.3, Establish IT Service Desk(s). The original initiative was to establish one service desk for students and one for faculty/staff. The advent of the COVID-19 pandemic required all instructional programs to transform into a distance education delivery format. The need for additional service desks for students became

immediately apparent as students grappled with technology and access challenges. The College augmented its existing Student IT Help Desk with methods to address the needs of virtual labs. Using the College's "Pearl" system, the College provides students with live chats, as well as telephone support, Monday through Saturday. Again, the initiative was augmented to respond to changing needs, but still in keeping with the original intent of the vision statement.

In addition to fulfilling the QFE Action Plan #2 goal of developing a transformative technology plan that will guide the College's technology planning and implementation for the next five years, the status of specific conceptual implementation actions called out in the QFE Action Plan are summarized below:

#### Phase I: Identification

The College has identified areas in which the department, project, or program is seeking a technological solution to improve effectiveness, efficiency, and service to students. As described in the College's response to Recommendation #8 in this midterm report, DPAC's planning process were assessed and improved to identify and prioritize projects based on the impact to College. Collegewide projects designed to improve effectiveness, efficiency, and service to students are given a higher priority to departmental projects and may become Annual Action Plans to support the Institutional Strategic Initiatives and Objectives. Additionally, departmental assessments, documented in annual and six-year program review reports, are used to identify and substantiate resource requests via Personnel and Budget Augmentation Request Forms.

Another step for planning and identification is the ongoing review of initiatives and objectives. The Technology Planning Subcommittee will review the *Technology Master Plan* objectives (initiatives) each year in February. Similarly, some initiatives may rise to the level of action plans in the DPAC Annual Action Plan document. These action plans will be reviewed initially by DPAC and the DPAC Budget Subcommittee (for fiscal impact) and DPAC will review progress toward completion as part of its annual evaluation processes.

Information Technology is also cataloging existing technology solutions already implemented on campus, including "off the shelf" software packages and internally developed solutions. As Information Technology moves towards adopting the industry standard CIS 20 Controls, a complete inventory of all software and hardware will be developed. Once completed, a catalog of these services will be provided as part of the technology help desk self-service.

#### Phase II – Evaluation and Assessment

As mentioned earlier, the College engaged an external consultant to identify areas in which the department, project, or program is seeking a technological solution to improve effectiveness, efficiency, and service to students. A complete technology assessment was conducted and, as part of the Action Plan development process adopted by DPAC, the DPAC Technology Planning Subcommittee reviews and assesses existing technology before seeking new solutions (**Evidence QFE2-10**). Plans to address identified needs are outlined in the *Technology Master Plan*. All objectives, action items and initiatives are reviewed on an annual basis by the DPAC Technology Planning Subcommittee.

The College's resource assessment and Initiative 1.2 in the Technology Master Plan follows the College's Technology Equipment Refresh Plan (**Evidence QFE2-10a**). This plan provides for the planned replacement of technology and infrastructure with resource allocation needs identified and allocated.



As part of the Technology Assessment activities coordinated by the external consultant, key performance indicators related to technology were identified through peer reviews with several sister colleges (El Camino College, Pasadena City College, Long Beach City College and Mt. San Antonio College). This serves as a benchmark and identifies key performance indicators.

### Phase III – Implementation

The *Master Plan for Technology* outlines the initiatives to be undertaken by Information Technology. Solutions will be evaluated annually by the DPAC Technology Planning Subcommittee and documented in recommendations to DPAC, annual and six-year program review reports, and other planning documents.

### Phase IV – Monitoring Performance and Phase V – Evaluating and Refining

These are both continuous, ongoing phases of the QFE Action Plan. As mentioned, annual assessment of progress toward implementing the initiatives of the *Technology Master Plan* and refinements/adjustments to that plan will be ongoing through annual reviews of the *Technology Master Plan* by the DPAC Technology Planning Subcommittee and through program review evaluations conducted by Information Technology. Any institutional-level recommendations for refinement resulting from these assessments will be made to DPAC for inclusion in the annual DPAC Action Plans which are then reviewed by the DPAC Budget Subcommittee for resource allocation before approval by DPAC and the Superintendent/President.

### Changes in Student Achievement and Student Learning that Resulted from the Project

The Technology Master Plan's mission statement reads: "IT at Santa Monica College is a cohesive team that supports excellence in teaching and learning through continuous improvement of technology and the end user experience." Vision Statement 3 (Outstanding Student Experience) continues this commitment as it demonstrates the plan's intent to support and improve student achievement and learning with initiatives designed to provide students seamless, equitable technology experiences and consistent support. The vision statements and initiatives will help close the gaps in educational outcomes among student groups, and diversify educational and career opportunities and pathways for students.

### Ability to Replicate the Action Plan

The process undertaken to develop the *Technology Master Plan* will serve as a guide as the College moves forward with the development of its Master Plan for Education, but the opportunity for bringing in an external team to help the College define the scope of the project (i.e., the PRT), and secure funding via an IEPI grant is not a given. The PRT was very helpful in initiating the effort, and the ability to pursue seed money to bring in an external consulting group resulted in a robust plan that is based on a thorough technology assessment. Without that seed money, the College may have been challenged to involve as many participants in as many assessment processes (focus groups, surveys, etc.) as it did in developing the *Technology Master Plan*, prior to or during other master planning processes.

## Fiscal Reporting

A copy of the most recent Annual Fiscal Report is included with this report.

None of the areas of the most recent Annual Fiscal Report indicate that the College is not meeting its goals, such as high loan default rates, unmet liabilities, and/or projected deficits, please describe any plans for improvement. Therefore, no narrative is included.

Evidence:

- Annual Fiscal Report to ACCJC, 4/3/2020 (FR-1)
- 2018-2019 Final Audit Report (FR-2)

## List of Evidence

### Statement of Report Preparation

- Minutes of presentation to DPAC, June 24, 2020 (Evidence S-1)
- Agenda, DPAC, September 23, 2020 (Evidence S-2)
- Agenda, Management Association Meeting, September 24, 2020 (Evidence S-3)
- Agenda, Academic Senate, September 29, 2020 (Evidence S-4)
- Agenda, Board of Trustees Meeting, October 6, 2020 (Evidence S-5)

### Evidence Supporting Actionable Plans from 2016 ISER

- Standard IA.1 and IA.4 Actionable Plan
  - BOT Agenda Item 7/11/17 (AP1-1)
  - Excerpt from College Catalog (AP1-2)
- Standard IB.2 Actionable Plan
  - Counseling 2018/19 Six Year Review (AP2-1)
  - Research & Planning Analyst job classification description (AP2-2)n
- Standard IB.3 Actionable Plan
  - Objective 1
    - Screenshot Longitudinal Course Success Rates by Demographics (AP3-1)
    - Screenshot Longitudinal Degree Certificates Completion by Demographics (AP3-2)
    - Screenshot Longitudinal SLO Rates by Demographics (AP3-3)
    - IEC Reviews Institution-Set Standards Calendar (AP3-4)
    - Sample IE Dashboard w Institution Set Standard (AP3-5)
  - Objective 2
    - Santa Monica College CTEOS 2019 (AP3-6)
    - CTE Committee Agenda 10/1/2020 (AP3-7)
    - 2017 Data Coach Institute Agenda (AP3-8)
- Standard IB.4 Actionable Plan
  - Tableau Data Screen Shot (AP4-1)
  - Screenshot of Precision Campus Demo Site (AP4-2)
- Standard IB.8 Actionable Plan
  - Minutes of the Research Advisory Committee Meetings (AP5-1)
  - IR Service Level Agreements (AP5-2)
  - Professional Development opportunities (AP5-3)
  - Example Infographic GPS Faculty Survey Findings (AP5-4)
- Standard IC.7 Actionable Plan
  - BP 4030 (formerly BP 5210) (AP7-1)
- Standard IC.13 and IIC.4 Actionable Plan
  - Athletic Coaches' Handbook (AP8-1)
  - Training Materials (AP8-2 and AP8-3)

- CCCAA Decorum Policy (AP8-4)
  - Recruitment Plan (AP8-5)
  - Recruitment Activity Log (AP8-6)
- Standard IIA.5 Actionable Plan
  - Vision for Success and Equity Goals (AP9-1)
  - Institution Set Standard for Degree Completion (AP9-2)
- Standard IIA.8 Actionable Plan
  - Exam Preparation materials posted on the SMC website (AP10-1)
- Standard IIA.9 Actionable Plan
  - Objective 1
    - Presentation on Program Mapping (AP11-1)
  - Objective 2
    - Example of Program Learning Outcomes for Interdisciplinary degrees (Environmental Science) from the 2019/20 SMC Catalog (AP11-2)
    - Curriculum Mapping Templates (AP11-3)
- Standard IIA.11 Actionable Plan
  - Courses with SLO Mapped to ILO 5 (AP12-1)
  - Screenshot Core Competency ILO by Student Demographic (AP12-2)
- Standard IIB.1 Actionable Plan
  - Screenshot of SmartThinking (AP13-1)
- Standard IIIA.9 Actionable Plan
  - Information Technology Staffing Plan (AP14-1)
  - Organizational Chart for Operations and Maintenance (AP14-2)
- Standard IIIA.12 Actionable Plan
  - Objective 1
    - EEO Plan (AP15-1)
    - Santa Monica College Board of Trustees Agenda Item (August 5, 2020) (AP 15-2)
  - Objective 2
    - Gender Resource Center Student Focus Group Results (AP15-3)
- Standard IIIA.13 Actionable Plan
  - Board Policy 3050 (AP16-1)
  - Administrative Regulation 3050 (AP16-2)
  - Code of Ethics Statements (AP16-3)
- Standard IIIA.14 Actionable Plan
  - SMC webpage listing Canvas Training Opportunities (AP17-1): <https://www.smc.edu/academics/online-learning/canvas/training.php>
  - Description of Canvas Workshops Fall 2016 (AP17-2)
  - March 2020 Flex Day Schedule (AP17-3)
  - Flyer announcing upcoming DE Training May 2020 (AP17-4)
  - SMC Professional Development Plan Summer 2020 (AP17-5)
  - SMC Professional Development Plan Fall 2020 (AP17-6)

- Standard IIIB.1 Actionable Plan
  - Minutes from Academic Senate Joint Sabbaticals and Fellowships Committee November 9, 2019 (AP17-7)
  - Memorandum of Understanding allowing sabbatical recipients to delay their sabbatical (AP17-8)
- Standard IIIB.1 Actionable Plan
  - Board of Trustees item (June 2, 2020) approving HVAC contract (AP18-1)
- Standard IIIB.4 Actionable Plan
  - Job descriptions for Facilities team (AP19-1)
- Standard IIIC.1 Actionable Plan
  - Technology Master Plan (AP20-1)
  - IEPI Letter of Interest (AP20-2)
  - IEPI PRT Final Report (AP20-3)
  - Link to new web page: <https://smc.edu/>
- Standard IIIC.4 Actionable Plan
  - Canvas Workshop Descriptions Fall 2016 (AP21-1)
  - SMC Professional Development Plan (AP21-2)
  - Announcement of Distance Education Training opportunities (AP21-3)
  - March 10 Flex Day (AP21-4)
  - Fall 2020 Distance Education plan (AP21-5)
- Standard IIID.9 Actionable Plan
  - 2016-17 budget document (AP22-1)
  - PBAR Form (AP22-2)
  - DPAC Budget Subcommittee Agendas (AP22-3)
- Standard IVA.1 Actionable Plan
  - 2017-2022 Strategic Planning and Facilitation Report (AP23-1)

## Response to Recommendations for Improvement

- Visiting Team Report, March 17, 2017 (R-1)
- SMC Follow-up Report (R-2)
- Recommendation #7
  - Data Coaching Launch Board Workbook (R7-1)
  - Data Coaching Facilitating Data Conservations Workbook (R7-2)
  - Institutional Research Program Review (R7-3)
  - Survey Clinic Invitation (R7-4)
  - Fall 2019 Research Round Table (R7-5)
  - Infographic: GPS Pilot Faculty Survey (R7-6)
  - Report for College Data Culture Assessment (R7-7)
- Recommendation #8
  - Strategic Planning and Facilitation 2017-2022 Report (R8-1)
  - Objective 1 from Master Plan for Education Update 2017-2018 (R8-2)
  - 2018-19 DPAC Annual Strategic Planning Report (R8-3)

- DPAC Review and Restructuring Summary (R8-3a)
- Board Policy 2515 – DPAC (R8-4)
- Board Policies 2511, 2512, 2513 and 2514 (R8-5)
- 2017-18 DPAC Governance Structure Discussions and Timeline (R8-6)
- 2018-19 DPAC Governance Structure Discussions and Timeline (R8-7)
- DPAC Scope and Function 2019-20 (R8-8)
- DPAC Minutes Approving Scope and Function Document (R8-9)
- Administrative Regulation 2515 (R8-9a)
- DPAC Minutes 7-22-2020, Agenda Item 4 (R8-10)
- 2020-21 DPAC Action Plans with DPAC Budget Subcommittee Evaluation and Superintendent/President Approval (R8-10a)
- Annual Review Template for 2021 and beyond (R8-11)
- Program Review Presentation to DPAC (R8-12)
- Program Review Template for 2020 (shortened in view of COVID-19 Shutdown) (R8-13)
- 2018 Program Review Summary Report to DPAC (R8-14)
- SMC Website Page Listing Documents used in Annual Planning (R8-14a)
- Integrated Planning Report Executive Summary (R8-14b)
- Integrated Planning Report (R8-14c)
- Strategic Planning Briefings (R8-15)
- Example of Superintendent/President’s Weekly messages (R8-16)
- Example of Superintendent/President’s “Milestone” message (R8-17)
- SMC Annual Report (2019-20) (R8-18)
- SMC Website (R8-19)
- DPAC Quarterly Summary (R8-20)
- Commission Recommendation #2
  - mProfessor Screenshot (CR-1)

## Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

- Standard IB.2
  - Dynamic Data Dashboard (IB2-1)
  - SLO & PLO Quick Guide for Curriculum Committee Members (IB2-2)
  - Job Classification for Research Analyst (IB2-3)
  - **NEED PLO EVIDENCE** (IB2-4)
  - Program Review Executive Summaries (IB2-5)
  - Six Year Program Review Report – Respiratory Therapy (IB2-6)
  - Six Year Program Review Report – Fashion (IB2-7)
  - Six Year Program Review Report – Ombuds Office (IB2-8)
  - Six Year Program Review Report – STEM Program (IB2-9)
  - Six Year Program Review Report – Latino Center/Adelante (IB2-10)
  - Program Review Executive Summary – Latino Center/Adelante (IB2-11)

- Standard IB.3
  - Annual Report to ACCJC – April 2020 (IB3-1)
  - Student Care Team Recommendations (IB3-2)
  - Results from Student Focus Groups (IB3-3)
  - Excerpt from Title V, Hispanic Serving Institutions Grant Application to the US Department of Education (IB3-4)
  - GPS Pilot Faculty Survey – Infographic (IB3-5)
  - Data Dashboard Screenshot (IB3-6)
  - Institutional Effectiveness Committee Report to DPAC 2019-2020 (IB3-7)

## Quality Focus Projects

- Quality Focus Essay (QFE1-1)
- Action Plan #1: Equity, Integrated Planning and Guided Pathways
  - 2016-17 Master Plan for Education Update Objectives (QFE1-2)
  - DPAC Meeting Minutes 10-26-2016 (QFE1-3)
  - DPAC Meeting Minutes 11-09-2016 (QFE1-4)
  - Strategic Initiatives and Objectives (Excerpt from 2017-2022 Strategic Plan) (QFE1-5)
  - Examples of Infographics (Chemistry Boot Camp, Adelante and Black Collegians Program Counseling, Supplemental Instruction, Sociology Coaching Program) (QFE1-6)
  - California Community Colleges Chancellor’s Office Memo Regarding Integrated Planning (QFE1-7)
  - Integrated Plan Executive Summary (QFE1-8)
  - Integrated Plan NOVA (QFE1-9)
  - Board of Trustees Meeting Minutes 01-16-2018 (QFE1-10)
  - SMC Pathways Grant Application to AACC (QFE1-11)
  - Guided Pathways Winter 2018 Retreat (QFE1-12)
  - Call to Action (QFE1-13)
  - Inquiry Team Recommendations (QFE1-14)
  - Redesign Goals and Objectives (QFE1-15)
  - Fall 2018 Opening Day Presentation on Redesign (QFE1-16)
  - Charge of the Redesign Work Teams (2018-19) (QFE1-17)
  - Charge of the Redesign Work Teams (2019-20) (QFE1-18)
  - (QFE1-19)
  - (QFE1-20)
  - Equity Speaks Discussion Series Fall 2019 (QFE1-XX)
  - Equity Brown Bag Series (QFE1-XX)
  -
- Action Plan #2: Technology

## Fiscal Reporting

- Annual Report submitted to ACCJC on April 3, 2020

- 2019/20 Audit Report