MASTER PLAN FOR EDUCATION

CHANGING LIVES IN
THE GLOBAL COMMUNITY
THROUGH EXCELLENCE
IN EDUCATION

Achieving the Santa Monica College Vision

SANTA MONICA COLLEGE

SANTA MONICA COMMUNITY COLLEGE DISTRICT
MASTER PLAN FOR EDUCATION
2011-2012 UPDATE

2011-2012 INSTITUTIONAL OBJECTIVES

RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES

SANTA
MONICA
COLLEGE

Santa Monica Community College District
MASTER PLAN FOR EDUCATION
2011-2012 UPDATE
TABLE OF CONTENTS

<u>**Topic**</u>   <u>Page</u>

MASTER PLAN FOR EDUCATION, 2011-2012
INTRODUCTION

In 1997, the College adopted its first formal *Master Plan for Education*, and the plan has been reviewed and updated in each subsequent year. In accordance with the College's planning process, the document is extensively revised every five years as part of the long-term strategic planning process. This includes a review of the College's Vision, Mission, and Goals statements as well as the identification of long-term strategic initiatives to inform the annual identification of institutional objectives. In Fall 2011, the College will again engage in the long-term strategic planning process, and the results will be reflected in the 2012-2013 *Master Plan for Education* Update.

A review of the College's Vision, Mission, and Goals statements during the last strategic planning effort (which began in 2006) resulted in a substantive revision through which the four Institutional Learning Outcomes have become the central focus of institutional goals. Additionally, four strategic initiatives—Basic Skills, Global Citizenship, Sustainable Campus, and Career Technical (Vocational) Education—were identified.

This 2011-2012 update incorporates all of the efforts initiated over the last two years to more clearly document linkages within the overall institutional planning process—mapping each institutional objective to one or more of the Institutional Learning Outcomes Supporting Goals in an effort to make planning and decision-making more transparent and to communicate the connection between the mission statement and specific actions; including, as appropriate for each objective, references to strategic initiatives and action plans, program review recommendations, Board of Trustees Priorities, Academic Senate Objectives, accreditation recommendations and self-identified plans, and other planning documents; identifying an estimated cost and funding source (with a descriptive budget narrative) for each institutional objective; and describing methods to accomplish each specific objective and anticipated outcomes.

This update includes documentation of DPAC's evaluation of the responses to the 2010-2011 institutional objectives, categorizing each as Completed, Substantially Completed, Addressed, or Not Addressed. (78.5% of the fourteen 2010-2011 institutional objectives were judged to be either Completed [57.1%] or Substantially Completed [21.4%], and the remaining three objectives were categorized as Addressed.) Finally, in an effort to make this planning document more complete and a more useful reference, a number of related planning documents are being included as references:

- Strategic Initiatives and Action Plans
- Program Review Annual Report
- Board of Trustees Priorities
- Accreditation 2010 Recommendations
- Accreditation 2010 Self-Study Planning Agenda
- Academic Senate Objectives
- DPAC Annual Report Summary
- *Master Plan for Technology* Annual Update
- *Master Plan for Facilities* Executive Summary

In preparation for formulating institutional objectives for 2011-2012, the District Planning and Advisory Council reviewed the major planning documents referenced above and developed numerous draft institutional objectives from the recommendations in these documents. The college vice presidents consulted with appropriate faculty and staff within their divisions prior to preparing a draft of objectives to be reviewed by the District Planning and Advisory Council (DPAC). All constituent groups represented on DPAC were also asked to submit proposed objectives for consideration, and DPAC's discussion of the draft document resulted in a refinement of the combined list, with a particular emphasis upon limiting the number of objectives to those that are truly institutional in scope, measurable, and focused upon specific outcomes.

This final document is the result of review and approval by the District Planning and Advisory Council.

MISSION, VISION, AND GOALS

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

<u>Mission</u>

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

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

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

<u>Vision and Core Values</u>

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

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

Goals

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

<u>Institutional Learning Outcomes:</u>

Santa Monica College students will:

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

<u>Supporting Goals</u>

Innovative and Responsive Academic Environment

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

Supportive Learning Environment

- Provide access to comprehensive student learning resources such as library, tutoring, and technology

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

Stable Fiscal Environment

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

Sustainable Physical Environment

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

Supportive Collegial Environment

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

Approved by Board of Trustees: May 12, 2008

Master Plan for Education – Institutional Objectives, 2011-2012

Approved by District Planning and Advisory Council July 27, 2011

Number	Institutional Objectives - New
#1	To complete the development of the "institutional dashboard" and use this along with other tools to evaluate program and institutional effectiveness and as a basis for providing training to members of the college community on the use of data.
#2	To develop and implement a plan to avoid an operating deficit.
#3	To develop and implement a plan to institutionalize ongoing funding for the maintenance of technology, instructional equipment, and facilities.
#4	To develop a comprehensive transportation plan that builds upon the "Any Line, Any Time" public transportation initiative and includes other public transportation initiatives, bicycle support, vanpool and carpool programs, and other alternative modes of transportation.
#5	To support the signing of the 'The Democracy Commitment' by reviewing college programs, activities and curricular offerings to determine what is currently being done in support of students' civic learning, civic engagement and democratic practice in order to provide a baseline for any future related practices and projects.
#6	To develop short-term strategies and a long-term plan toward ensuring appropriate access to tutoring, including possible space allocations, and uniformity in service delivery and staff training.
#7	To implement the findings of the 2010-2011 Basic Skills research project by institutionalizing the use of the three strategies—Writing Center, Supplemental Instruction, and Tutoring Centers—found to have a significant impact on student retention and success.
#8	To develop a plan to define and implement standards for appropriate operations and maintenance of new buildings.
#9	To develop a comprehensive plan that sets annual priorities for institutional resource development in fundraising as well as grants and other types of federal, state, local, and private funding.
Institutional Objectives – Continued from 2010-2011	
#10	To implement annual delivery of standardized training for all college staff engaged in data entry involving either of the two human resources information systems (HRS and ISIS) to reduce the error rate and ensure data integrity.
#11	To create and implement a District-wide professional development plan that includes a teaching and learning needs assessment for faculty development and incorporates CSEA professional development committee recommendations for classified staff development.

OBJECTIVE 1 To complete the development of the "institutional dashboard" and use this along with other tools to evaluate program and institutional effectiveness and as a basis for providing training to members of the college community on the use of data.	*Responsible Area(s)* • Enrollment Development/Institutional Research • DPAC • Academic Senate Joint Institutional Effectiveness Committee

Map to Institutional Learning Outcomes Supporting Goals				
☑ *Goal 1: Innovative and Responsive Academic Environment*	☑ *Goal 2: Supportive Learning Environment*	☑ *Goal 3: Stable Fiscal Environment*	☑ *Goal 4: Stable Physical Environment*	☑ *Goal 5:Supportive Collegial Environment*

Addresses the following Strategic Initiatives
   ❑ Basic Skills   ❑ Global Citizenship   ❑ Sustainable Campus   ❑ Vocational Education

Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):

Program Review (Research 1 and 2)
1. Provide training in the use of research tools including developing and evaluating surveys, interpreting data and applying the findings to decision making, and communicating results clearly.
2. Provide training and support for programs in the creation and use of on-line survey tools.

Board Goal 1:
Create a "culture of evidence" based on data. Develop an "institutional dashboard" to reflect and monitor institutional effectiveness and student progress.

Methods to Accomplish the Objective and Anticipated Outcomes:

To produce a functional "institutional dashboard," Institutional Research will collaborate with the Academic Senate Joint Institutional Effectiveness Committee to (1) facilitate discussions with campus constituents on identifying the appropriate performance indicators and targets to measure institutional effectiveness, and (2) disseminate the findings to appropriate campus groups for use of data.

Estimated Cost: Staff time for planning and training	*Funding Source:* ☑*Existing* ❑ *Potential*
Budget Planning Narrative:	

OBJECTIVE 2 To develop and implement a plan to avoid an operating deficit.	*Responsible Area(s)* • Business/Administration • Enrollment Development • Academic Affairs • DPAC/Budget Planning Subcommittee

Map to Institutional Learning Outcomes Supporting Goals

❑ *Goal 1: Innovative and Responsive Academic Environment*	❑ *Goal 2: Supportive Learning Environment*	☑ *Goal 3: Stable Fiscal Environment*	❑ *Goal 4: Stable Physical Environment*	❑ *Goal 5:Supportive Collegial Environment*

Addresses the following Strategic Initiatives

    ❑ Basic Skills   ❑ Global Citizenship   ❑ Sustainable Campus   ❑ Vocational Education

Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):

2010 Accreditation Self Study Report
The college will develop a plan to reduce the structural operating deficit (IIID.1(b), IIID.1(c), IIID.2.(c)

Board Goal 4
Ensure the financial health of the College through enrollment development, budget discipline, grants, enterprise opportunities and other revenue-generating and cost-saving initiatives

Methods to Accomplish the Objective and Anticipated Outcomes:

For 2011-2012, the College will monitor spending by implementing a "burn rate" report for each cost center. The report will be reviewed on a quarterly basis, and if needed, an earlier spending deadline will be established.

Estimated Cost: Staff time for planning	*Funding Source:* ☑ *Existing* ❑ *Potential*
Budget Planning Narrative:	

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 3 To develop and implement a plan to institutionalize ongoing funding for the maintenance of technology, instructional equipment, and facilities.	*Responsible Area(s)* • Business/Administration • Academic Affairs • Facilities • Information Technology • DPAC/Facilities and Technology Planning Subcommittees

Map to Institutional Learning Outcomes Supporting Goals				
❑ *Goal 1: Innovative and Responsive Academic Environment*	❑ *Goal 2: Supportive Learning Environment*	❑ *Goal 3: Stable Fiscal Environment*	☑ *Goal 4: Stable Physical Environment*	❑ *Goal 5: Supportive Collegial Environment*

Addresses the following Strategic Initiatives
    ❑ Basic Skills   ❑ Global Citizenship   ❑ Sustainable Campus   ❑ Vocational Education

Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):

2010 Accreditation Self-Study
The College will develop a funding strategy that institutionalizes ongoing funding for technology in a budgetary line item (IIID.1(b))

Methods to Accomplish the Objective and Anticipated Outcomes:

For 2011-12, the College has budgeted $500K for technology infrastructure updating, equipment, and maintenance to replace the previously funded monies from the State in addressing priorities to be determined through the annual technology planning process.

Estimated Cost: Staff time; annual funding allocations at level determined to be feasible	*Funding Source:* ❑ *Existing* ☑ *Potential*
Budget Planning Narrative: Establish annual allocations in District unrestricted general fund	

OBJECTIVE 4	Responsible Area(s)
To develop a comprehensive transportation plan that builds upon the "Any Line, Any Time" public transportation initiative and includes other public transportation initiatives, bicycle support, vanpool and carpool programs, and other alternative modes of transportation.	• Sustainability • Institutional Communications/ Government Relations • Student Affairs/Transportation • Associated Students • DPAC/ACUPCC Task Force

Map to Institutional Learning Outcomes Supporting Goals

☐ Goal 1: Innovative and Responsive Academic Environment	☐ Goal 2: Supportive Learning Environment	☐ Goal 3: Stable Fiscal Environment	☑ Goal 4: Stable Physical Environment	☑ Goal 5:Supportive Collegial Environment

Addresses the following Strategic Initiatives

   ☐ Basic Skills   ☐ Global Citizenship   ☑ Sustainable Campus   ☐ Vocational Education

Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):

ACUPCC Task Force Climate Action Plan

Board Goal 3
Continue advocacy on the local, state and national level for mass transit solutions including a Santa Monica College station for Expo and continuation of the "Any Line, Any Time" program.

Methods to Accomplish the Objective and Anticipated Outcomes:

1. Create a joint subcommittee of the ACUPCC Sustainability Task Force and the College Services Subcommittee.

2. Consult with local transportation advocacy groups to identify strategies for improving transportation at SMC.

3. Work with the City of Santa Monica Office of Sustainability and the Environment and the Transportation Planning Department to align SMC transportation plan with the City's LUCE objectives.

4. Use analysis of relevant data to guide plan development.

5. Review transportation best practices at other colleges/universities.

Estimated Cost: Staff time for planning	*Funding Source:* ☑ *Existing* ☑*Potential*

Budget Planning Narrative: Seek grant funding to supplement existing resources

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 5 To support the signing of the 'The Democracy Commitment' by reviewing college programs, activities and curricular offerings to determine what is currently being done in support of students' civic learning, civic engagement and democratic practice in order to provide a baseline for any future related practices and projects.	*Responsible Area(s)* • Academic Affairs • Student Affairs • Academic Senate • Associated Students *(pending A.S. approval)*

Map to Institutional Learning Outcomes Supporting Goals				
☑ *Goal 1: Innovative and Responsive Academic Environment*	☑ *Goal 2: Supportive Learning Environment*	❑ *Goal 3: Stable Fiscal Environment*	❑ *Goal 4: Stable Physical Environment*	❑ *Goal 5:Supportive Collegial Environment*

Addresses the following Strategic Initiatives
❑ Basic Skills   ☑ Global Citizenship   ❑ Sustainable Campus   ❑ Vocational Education

Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives): Academic Senate Objective #4 – Support the signing of "The Democracy Commitment" by reviewing college programs, activities and curricular offerings to determine what is currently being done in support of students' civic learning, civic engagement and democratic practice in order to provide a baseline for any future related practices and projects. Global Council Priority – Use "The Democracy Commitment" to bring more attention to the citizenship part of Global Citizenship.

Methods to Accomplish the Objective and Anticipated Outcomes: Collaborate with Associated Students to develop the scope and strategies for meeting the objective; communicate with Department Chairs and other faculty groups and organizations to gather appropriate information; communicate with administrators and faculty members who oversee relevant areas and programs.

Estimated Cost: Staff time for conducting review	*Funding Source:* ☑ *Existing* ❑ *Potential*
Budget Planning Narrative:	

SANTA MONICA COLLEGE

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 6 To develop short-term strategies and a long-term plan toward ensuring appropriate access to tutoring, including possible space allocations, and uniformity in service delivery and staff training.	*Responsible Area(s)* • Academic Affairs • Learning Resources • Academic Senate Joint Instructional Support Services Task Force • Management Information Systems

Map to Institutional Learning Outcomes Supporting Goals

☑ *Goal 1: Innovative and Responsive Academic Environment*	☑ *Goal 2: Supportive Learning Environment*	❑ *Goal 3: Stable Fiscal Environment*	❑ *Goal 4: Stable Physical Environment*	❑ *Goal 5:Supportive Collegial Environment*

Addresses the following Strategic Initiatives

    ☑ Basic Skills   ❑ Global Citizenship   ❑ Sustainable Campus   ❑ Vocational Education

Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):

Program Review (Support Services 17 and 18)
17. Ensure there are systems in place to track student lab use across the college that would enable the college to track time spent meeting required lab hours, as well as to correlate the access of on-line materials and general lab use to student success.
18. Explore different models for delivering tutoring and lab support including evolving skill sets needed by support of on-line access to resources, centralized locations, maximizing hours of operation, and minimizing duplication of service.

Recommendation of the ACCJC Visiting Team #5
The team recommends that the college conduct a comprehensive evaluation and analysis of the decentralized tutorial programs and computing services on campus.

Methods to Accomplish the Objective and Anticipated Outcomes:

- The Dean of Learning Resources, the Associate Dean of Student Success Initiatives, the Project Manager of Supplemental Instruction, and the Student Instructional Support Committee will work collaboratively to implement activities identified in the Academic Senate Tutoring Joint Committee Update Report (Spring 2011) to improve effectiveness of tutoring.

- The Joint Committee will work with Institutional Research to analyze data collected through the "tutor-tracking" system in order to make recommendations regarding both short- and long-term plans.

- The Dean of Learning Resources will work with involved parties to standardized operations where possible (e.g., budget reporting methods, data collection, marketing, tutor training, etc.).

Estimated Cost: Staff time for developing plan and possible additional staffing costs for implementing short-term strategies	*Funding Source:* ❑ *Existing* ☑ *Potential*

Budget Planning Narrative: Fund the institutionalization of Supplemental Instruction, Writing Center, and Tutoring Centers effective practices

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 7	Responsible Area(s)
To implement the findings of the 2010-2011 Basic Skills research project by institutionalizing the use of the three strategies—Writing Center, Supplemental Instruction, and Tutoring Centers—found to have a significant impact on student retention and success.	• Academic Affairs • Student Affairs

Map to Institutional Learning Outcomes Supporting Goals				
☑ *Goal 1: Innovative and Responsive Academic Environment*	☑ *Goal 2: Supportive Learning Environment*	❑ *Goal 3: Stable Fiscal Environment*	❑ *Goal 4: Stable Physical Environment*	❑ *Goal 5: Supportive Collegial Environment*

Addresses the following Strategic Initiatives
☑ Basic Skills   ❑ Global Citizenship   ❑ Sustainable Campus   ❑ Vocational Education

Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):

Board Goal 1
Improvement student achievement with particular emphasis on addressing basic skills education
Strengthen, expand, and promote workforce/career technical programs and provide basic skills support

Methods to Accomplish the Objective and Anticipated Outcomes:

The recently formed Student Instructional Support Committee will work in collaboration with Student Success (BSI) to develop a phase-in plan to institutionalize student success strategies. Services will also extend to Career Technical programs and transfer-level disciplines.

Estimated Cost: Cost of continued funding of these initiatives at the current service level and additional funding required for any augmentation of service	*Funding Source:* ☑ *Existing* ❑ *Potential*

Budget Planning Narrative: Fund the institutionalization of effective practices; continue to seek grant funding to supplement

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 8 To develop a plan to define and implement standards for appropriate operations and maintenance of new buildings.	*Responsible Area(s)* • Business and Administration/Facilities • Human Resources • Information Technology • DPAC Planning Subcommittees: Budget, Facilities, Human Resources, Technology

Map to Institutional Learning Outcomes Supporting Goals				
❑ *Goal 1: Innovative and Responsive Academic Environment*	❑ *Goal 2: Supportive Learning Environment*	☑ *Goal 3: Stable Fiscal Environment*	☑ *Goal 4: Stable Physical Environment*	❑ *Goal 5:Supportive Collegial Environment*

Addresses the following Strategic Initiatives
   ❑ Basic Skills   ❑ Global Citizenship   ☑ Sustainable Campus   ❑ Vocational Education

Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):

2010 Self-Study
The College will develop a funding strategy that institutionalizes ongoing funding for technology in a budgetary line item. IIID.1(b))

Board Goal 3
Continue to adopted sustainability designs and practices for construction and maintain effective staffing for maintenance and operation of facilities.

Methods to Accomplish the Objective and Anticipated Outcomes:

For 2011-12, the College has budgeted $250K for scheduled maintenance projects, capital improvements, and infrastructure updating to replace prior State funding. The Facilities Department will work with college departments and planning entities to establish priorities.

Estimated Cost: Staff time for planning; cost of any additional staffing, equipment, and supplies required to align service levels with newly defined standards	*Funding Source:* ❑ Existing ☑ Potential

Budget Planning Narrative: Establish annual allocation in District unrestricted general fund

OBJECTIVE 9 To develop a comprehensive plan that sets annual priorities for institutional resource development in fundraising as well as grants and other types of federal, state, local, and private funding.	*Responsible Area(s)* • Senior Director, Institutional Advancement/Foundation Director • Institutional Development • Grants • Workforce and Economic Development

Map to Institutional Learning Outcomes Supporting Goals				
❏ *Goal 1: Innovative and Responsive Academic Environment*	❏ *Goal 2: Supportive Learning Environment*	☑ *Goal 3: Stable Fiscal Environment*	❏ *Goal 4: Stable Physical Environment*	❏ *Goal 5:Supportive Collegial Environment*

Addresses the following Strategic Initiatives
    ❏ Basic Skills   ❏ Global Citizenship   ❏ Sustainable Campus   ❏ Vocational Education

Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):

Program Review (Budget 11)
Develop a plan for supporting and integrating fundraising activities for all programs and areas engaged in fundraising efforts.

Board Goal 2
Strengthen and expand the fundraising capacity of the SMC Foundation. Pursue and obtain federal funds as well as other grant opportunities

Board Goal 4
Ensure the financial health of the College through enrollment development, budget discipline, grants, enterprise opportunities and other revenue-generating and cost-saving initiatives.

Methods to Accomplish the Objective and Anticipated Outcomes:

The Resource Development Group (Executive Vice President; Acting Dean, Institutional Development, Director, Grants; Dean, Workforce and Economic Development; and Interim Foundation Director) will develop a draft plan.

Estimated Cost: Staff time for planning	*Funding Source:* ☑ *Existing* ❏ *Potential*
Budget Planning Narrative:	

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 10 To implement annual delivery of standardized training for all college staff engaged in data entry involving either of the two human resources information systems (HRS and ISIS) to reduce the error rate and ensure data integrity. 2010-2011 Institutional Objective #12 Use the ongoing Management Information Systems analysis of computer systems (ISIS, HRS, and County Peoplesoft) communication issues to develop mechanisms that reduce the number of errors related to the Human Resources System (HRS) and employee databases. 2009-2010 Institutional Objective #9 Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources (HRS) and employee databases.	*Responsible Area(s)* • Human Resources • Fiscal Services/Payroll • Academic Affairs • Student Affairs

Map to Institutional Learning Outcomes Supporting Goals

❑ Goal 1: Innovative and Responsive Academic Environment	❑ Goal 2: Supportive Learning Environment	☑ Goal 3: Stable Fiscal Environment	❑ Goal 4: Stable Physical Environment	☑ Goal 5:Supportive Collegial Environment

Addresses the following Strategic Initiatives
  ❑ Basic Skills   ❑ Global Citizenship   ❑ Sustainable Campus   ❑Vocational Education

Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):

Recommendation of the ACCJC Visiting Team #6
The team recommends that Human Resources institute a training program for college personnel engaged in data entry involving either of the two human resources systems (ISIS and HRS) to reduce the error rate and to ensure that data integrity is maintained.

Methods to Accomplish the Objective and Anticipated Outcomes:

Meetings are necessary with academic affairs and student affairs staff responsible for assignment input in ISIS, the payroll, fiscal and human resources departments to create reasonable timelines in conjunction with the HRS entry deadlines for the following: data entry in ISIS, reconciliation of problems with the ISIS generated reports (account listing), and account number corrections. These joint meetings should take place quarterly, with the first meeting scheduled during the month of October 2011. Human Resources staff, specifically, will receive ongoing training through the Los Angeles County Office of Education and work collaboratively with the Santa Monica College Information Technology staff to ensure that database information regarding employees is properly input and maintained.

Estimated Cost: Staff time for training	*Funding Source:* ☑ *Existing* ❑ *Potential*

Budget Planning Narrative:

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2-12 UPDATE
2011-2012 INSTITUTIONAL OBJECTIVES

<table>
<tr>
<td colspan="4">

OBJECTIVE 11

To create and implement a District-wide professional development plan that includes a teaching and learning needs assessment for faculty development and incorporates CSEA professional development committee recommendations for classified staff development.

<u>2010-2011 Institutional Objective #8</u>
Assess current professional development activities to inform the development of a professional development plan for implementation in 2011-2012.

</td>
<td colspan="2">

Responsible Area(s)
- Human Resources
- Academic Senate Joint Professional Development Committee
- DPAC Human Resources Planning Subcommittee

</td>
</tr>
<tr>
<td colspan="6">

Map to Institutional Learning Outcomes Supporting Goals

</td>
</tr>
<tr>
<td>☑ *Goal 1: Innovative and Responsive Academic Environment*</td>
<td>☑ *Goal 2: Supportive Learning Environment*</td>
<td colspan="2">☐ *Goal 3: Stable Fiscal Environment*</td>
<td>☐ *Goal 4: Stable Physical Environment*</td>
<td>☑ *Goal 5: Supportive Collegial Environment*</td>
</tr>
<tr>
<td colspan="6">

Addresses the following Strategic Initiatives
    ☐ Basic Skills   ☐ Global Citizenship   ☐ Sustainable Campus   ☐ Vocational Education

</td>
</tr>
<tr>
<td colspan="6">

Reference (e.g. Board Priority, Program Review, Strategic Initiative, ACCJC Recommendation, Academic Senate Objectives):

Recommendation of the ACCJC Visiting Team #8
The team recommends that the college produce a professional development plan consistent with the institutional mission, including a teaching and learning needs assessment and an evaluation process that recognizes and serves all members of the college community and that leads to the improvement teaching and learning.

Program Review (Institutional Support 23 and 24)
23. Explore support and/or facilitation that can be provided for programs experiencing issues of communication, collaboration and collegiality.
24. Examples of topics for which there is an expressed desire for workshops include interpersonal communication, ergonomics, presentation by the bookstore on tips for ordering textbooks that save students money.

</td>
</tr>
<tr>
<td colspan="6">

Methods to Accomplish the Objective and Anticipated Outcomes:

A new faculty survey focused on teaching and learning needs is currently under development by the Academic Senate Professional Development Committee. Once completed, information gathered will influence the content of subsequent professional development workshops. A CSEA professional development committee has not yet been formed, although the idea has been discussed during contract negotiations.

</td>
</tr>
<tr>
<td colspan="3">

Estimated Cost: Staff time for planning and alignment of current funding with newly established priorities

</td>
<td colspan="3">

Funding Source: ☑ *Existing*   ☐ *Potential*

</td>
</tr>
<tr>
<td colspan="6">

Budget Planning Narrative: Continue to seek grant funding to supplement existing funding for professional development activities

</td>
</tr>
</table>

INSTITUTIONAL OBJECTIVES	Program Review Recommendations	ACCJC Accreditation Recommendations	Strategic Initiative	Board of Trustees' Goals and Priorities	Academic Senate Objectives	Other Planning Documents
1. To complete the development of the "institutional dashboard" and use this along with other tools to evaluate program and institutional effectiveness and as a basis for providing training to members of the college community on the use of data.	✔			✔		
2. To develop and implement a plan to avoid an operating deficit.		✔		✔		
3. To develop and implement a plan to institutionalize ongoing funding for the maintenance of technology, instructional equipment, and facilities.			✔			Self-Study
4. To develop a comprehensive transportation plan that builds upon the "Any Line, Any Time" public transportation initiative and includes other public transportation initiatives, bicycle support, vanpool and carpool programs, and other alternative modes of transportation.			✔	✔		ACUPCC Climate Action Plan
5. To support the signing of the 'The Democracy Commitment' by reviewing college programs, activities and curricular offerings to determine what is currently being done in support of students' civic learning, civic engagement and democratic practice in order to provide a baseline for any future related practices and projects.					✔	
6. To develop short-term strategies and a long-term plan toward ensuring appropriate access to tutoring, including possible space allocations, and uniformity in service delivery and staff training.	✔	✔	✔			
7. To implement the findings of the 2010-2011 Basic Skills research project by institutionalizing the use of the three strategies—Writing Center, Supplemental Instruction, and Tutoring Centers—found to have a significant impact on student retention and success.			✔	✔		

INSTITUTIONAL OBJECTIVES	Program Review Recommendations	ACCJC Accreditation Recommendations	Strategic Initiative	Board of Trustees' Goals and Priorities	Academic Senate Objectives	Other Planning Documents
8. To develop a plan to define and implement standards for appropriate operations and maintenance of new buildings.			✔	✔		Self-Study
9. To develop a comprehensive plan that sets annual priorities for institutional resource development in fundraising as well as grants and other types of federal, state, local, and private funding.	✔			✔		
10. To implement annual delivery of standardized training for all college staff engaged in data entry involving either of the two human resources information systems (HRS and ISIS) to reduce the error rate and ensure data integrity.		✔				
11. To create and implement a District-wide professional development plan that includes a teaching and learning needs assessment for faculty development and incorporates CSEA professional development committee recommendations for classified staff development.	✔	✔				

Santa Monica Community College District
INSTITUTIONAL OBJECTIVES, 2010-2011

Number	Institutional Objective - Topic
#1	Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011.
#2	Complete the Institutional Effectiveness Matrix for incorporation into the *Master Plan for Education*, beginning with the 2011-2012 update.
#3	Analyze results from the recently completed regional economic scan to examine the viability of both current and potential SMC Career Technical Education programs.
#4	Develop and implement, with a plan for evaluation, revenue-generating educational initiatives and partnerships that enhance and support the college's commitment to its mission in order to maintain or expand the instructional offering and services for all students.
#5	Implement the online curriculum management system.
#6	Identify the true costs associated with bringing new facilities online and maintaining all elements of the College's infrastructure, including technology.
#7	Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services.
#8	Assess current professional development activities to inform the development of a formal professional development plan for implementation in 2011-2012.
#9	Develop a District-wide professional code of ethics that is aligned with the College's mission, vision, values and goals and reflective of activity to support continuous improvement in all instructional, operational, and service areas.
#10	Implement the comprehensive disaster preparedness plan training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).

Completion of 2009-2010 Institutional Objectives	
#11	Determine the impact Basic Skills Initiative programs have had on pre-college students' basic skills course completion rates, and basic skills improvement rates. *Reference: 2009-2010 Institutional Objective #1:* *Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services*
#12	Use the ongoing Management Information Systems analysis of computer system (ISIS, HRS, and County Peoplesoft) communication issues to develop mechanisms that reduce the number of errors related to the Human Resources System (HRS) and employee databases. *Reference: 2009-2010 Institutional Objective #9:* *Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.*
#13	Implement the planned upgrade of the SMC website. *Reference: 2009-2010 Institutional Objective #12:* *Improve currency, accuracy and accessibility of the SMC website.*
#14	Implement the pilot ISIS portal program for collecting student learning outcomes data in Fall 2010, assess the pilot program at the end of Fall 2010 and make modifications determined necessary in Spring 2011. *Reference: 2009-2010 Institutional Objective #13:* *Develop college-wide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.*

OBJECTIVE 1 Develop a mechanism for ongoing assessment of the overall institutional planning process and its many components to be used in the strategic planning update scheduled to begin in Fall 2011.			*Responsible Area(s)* • DPAC • Institutional Research • BRIC/TAP Team
❑ Completed	❑ Substantially Completed	☑ Addressed	❑ Not Addressed *(include reason if checked)*

Comment: Planning through the BRIC/TAP initiative laid the groundwork for this assessment, but the actual development and implementation of the specific mechanisms will need to unfold as part of the strategic planning process, beginning in Fall 2011.

RESPONSE

This objective was selected as one of the projects to be addressed through the BRIC/TAP initiative. The DPAC Chair and Vice Chair worked with the BRIC/TAP consultants to develop the following possible assessment mechanisms for the overall institutional planning process:

- List all of the institutional objectives for the last five years and determine how many of them addressed one or more of the strategic initiatives, measure the level of completion for these objectives, and determine whether the objectives were effective.
- Measure the level of completion of all institutional objectives both for each year and across the five years.
- Work with Institutional Research to develop a means of gathering qualitative data from participants regarding the level of satisfaction with the institutional planning process and the perception of its effectiveness either through a survey instrument or a focus group approach with two or three overarching questions.

The five-year institutional objectives review by DPAC can commence as soon as the 2011-2012 *Master Plan for Education* Update has been completed. In early Fall 2011, DPAC will determine which direction to take regarding qualitative assessment and work with Institutional Research to develop either a survey instrument or a focus group protocol.

OBJECTIVE 2 **Complete the Institutional Effectiveness Matrix for incorporation into the *Master Plan for Education*, beginning with the 2011-2012 update**	*Responsible Area(s)* • Institutional Research • Academic Senate Joint S/ILO Committee • BRIC/TAP Team • DPAC

☑ Completed	❏ Substantially Completed	❏ Addressed	❏ Not Addressed *(include reason if checked)*

Comment:

RESPONSE

The first annual Institutional Effectiveness Report, produced and disseminated by the Office of Institutional Research, addresses institutional performance relative to effectiveness measures aligned with the College's five institutional learning outcomes supporting goals—Innovative and Responsive Academic Environment, Supportive Learning Environment, Supportive Collegial Environment, Stable Fiscal Environment, and Sustainable Physical Environment. Within the report, an extensive Institutional Effectiveness Matrix provides baseline measures. (An early version of the Matrix was included in the 2010-2011 *Master Plan for Education* update.) The 2011-2012 academic year will be spent examining the baseline measures and determining targets and goals to inform development of the "Institutional Dashboard" as well as refining the Matrix itself.

OBJECTIVE 3 **Analyze results from the recently completed regional economic scan to examine the viability of both current and potential SMC Career Technical Education programs.**			*Responsible Area(s)* • Academic Affairs (Workforce and Economic Development) • Academic Senate Joint CTE Committee
☑ Completed	☐ Substantially Completed	☐ Addressed	☐ Not Addressed *(include reason if checked)*
Comment:			

RESPONSE

The regional economic Scan was produced by the Academic Senate Joint Career Technical Education (CTE) Committee and presented during Summer and Fall 2010 to the Academic Senate Executive Committee, the Academic Senate, SMC faculty and staff, and to the Board of Trustees. Briefly, the results of the scan showed the following:

- Every CTE program is serving significant needs in the local job market.
- Several opportunities exist for expansion.
- Enhancing CTE programs could involve the following:

    – Continued program development in Promo Pathway, Medical Lab Technician, and Recycling Resource Management.
    – Integration of marketing with the completion of comprehensive view books for all programs.
    – A greater emphasis on professional development for counselors so they gain a broader understanding of career pathways.
    – Student achievement data collection and analysis.
    – Review and correction of TOP and SAM codes for CTE courses.

CTE goals for 2011-2012 include:

1. Ensure that technology needs for CTE high-growth programming and careers is an integral part of the SMC *Master Plan for Technology*.
2. Conduct research and create a task force to understand and address the Basic Skills needs of CTE students to improve student success and completion rates in CTE programs.
3. Complete the CTE program completers/leavers survey to better track student success and understand the impact of SMC educational services received.
4. Explore a wider range of CTE interdisciplinary programs.
5. Improve support services for CTE students.
6. Integrate mobile device technology into the classrooms.
7. Continue cluster approach to marketing, including CTE view book and other media to highlight vocational programs. Integrate marketing into the new college branding initiative.

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 4 **Develop and implement, with a plan for evaluation, revenue-generating educational initiatives and partnerships that enhance and support the college's commitment to its mission in order to maintain or expand the instructional offering and services for all students.**			*Responsible Area(s)* • Academic Affairs • Institutional Development • Grants • College of the Future Committee • Academic Senate
☑ Completed	☐ Substantially Completed	☐ Addressed	☐ Not Addressed *(include reason if checked)*
Comment:			
RESPONSE			

Santa Monica College has historically enjoyed considerable success in the area of revenue-generating educational initiatives. A review of additional opportunities was initiated in calendar year 2009, and a comprehensive memorandum, "Creating the Community College of the Future," was released in February 2010. The review was motivated by the funding crisis facing California's public sector, and looked at expanding student pathways to lower division and baccalaureate completion. The review also identified the need for legislative remedy with regard to the calculation of nonresident tuition. A number of outcomes were achieved in 2010-2011:

• **AB 2297 –** AB 2297, sponsored by Santa Monica College, was chaptered September 24, 2010. The legislation amends education code with regard to the calculation of nonresident tuition. Existing law resulted in nonresidents paying a lower tuition fee than in prior years. AB 2297 allows districts to base nonresident tuition fees on the amount that other states comparable to California in cost-of-living charge their nonresidents. SMC has exercised this new authority starting in Summer 2011. Using AB 2297, SMC established a nonresident tuition and capital fee of $239 per unit; without AB 2297, the maximum would have been $198 per unit, creating an estimated difference of approximately $4 million in revenue for 2011-12.

• **Contract education credit courses for international nonresidents –** Workload reductions imposed by the state beginning in 2009-10 have presented difficulties for F-1 visa students who require 12 units to maintain visa status. Beginning in Fall 2010, SMC has offered a limited number of credit classes through contract education to international nonresidents.

• **AB 515 –** This bill, sponsored by Santa Monica College, would amend the education code to authorize community colleges to offer credit classes through an extension program at no cost to the state. The bill passed the Assembly in June 2011 and is being held over by the author, Assemblymember Julia Brownley, as a two-year bill. The bill raised significant policy questions for the decision-makers, such as whether a full-cost community college education violates the principles of the Master Plan or whether the Master Plan is already broken given the dramatic reduction in access to community college courses.

The measure triggered intense debate within the community college system about how to most effectively address student access at a time of growing demand, severe budget cuts and limited course sections. Debate of this bill has highlighted the devastating impacts of closing access to hundreds of thousands of students and the harsh reality that there are no easy solutions without additional revenues. The issue of how best to expand college access and improve student completion within the current fiscal environment will no doubt continue to be a top priority for SMC, the community college system, the BOG Student Success Task Force, and the Legislature.

OBJECTIVE 5 **Implement an online curriculum management system.**	*Responsible Area(s)* • Academic Affairs • Academic Senate Joint Curriculum Committee

❑ Completed	☑ Substantially Completed	❑ Addressed	❑ Not Addressed *(include reason if checked)*

Comment: College staff completed the customization of the online system to meet the specific needs of SMC, but implementation has been postponed until Fall 2011 because of CurricUNET's over-commitment and staffing challenges.

RESPONSE

The implementation of CurricUNET at SMC has been postponed until the Fall 2011. CurricUNET, itself, was delayed in initiating SMC's project due to their many commitments across the state and being short-staffed. This has been the experience for other community colleges as well.

College staff dedicated additional time this spring customizing the online system which is unique to the needs of SMC. The ESL Department and CSIS tested the site during Summer 2011 in preparation for a Fall 2011 launch of the project. Staff will have two days of training on campus by CurricUNET for the Curriculum committee, department chairs, departments going through Program Review, and any other interested faculty members.

OBJECTIVE 6			*Responsible Area(s)*
Identify the true costs associated with bringing new facilities online and maintaining all elements of the College's infrastructure, including technology.			• Business/ Administration • Human Resources • Information Technology • Budget, Facilities, Human Resources, and Technology Planning Subcommittees
❑ Completed	☑ Substantially Completed	❑ Addressed	❑ Not Addressed *(include reason if checked)*
Comment: The potential Maintenance/Operations costs have been calculated, but potential technology costs and staffing needs have not yet been incorporated.			

RESPONSE

Step 1 - Completed: Analyze staffing requirements (maintenance) for new buildings based on square footage and building design/incorporated mechanical equipment.

Analyze manpower requirements (operations and grounds) based on square footage and building use.

Establish costs per sq. ft (gross building space) for utilities.

Step 2 – Ongoing: Involve Facilities Management in all design meetings, especially in regards to major equipment specifications, finishes and landscaping that directly affect the department's workload, and in providing input into design details in these areas.

Step 3 – Create a design subcommittee incorporating HR, Facilities, IT, Personnel Commission and whomever may be involved in the upgrading of campus infrastructure and buildings and the hiring of new employees.

Facility maintenance and staffing costs are often based on the service level set by the institution operating the facility. The service level for a building and its infrastructure (heating systems, plumbing, roofs, etc.) is set via a qualitative rating scale.

The Association of Physical Plant Administrators (APPA) Technical Trades Staffing Guidelines Task Force has published a scale for maintenance which includes, 1 for "showpiece facility", 2 for "comprehensive stewardship", 3 for "managed care", 4 for "reactive management", and 5 for "crisis response". SMC is currently between levels 3 & 4 on this scale, using the published evaluation matrix. Facilities Management is striving for a level 2.

Based on the guidelines of APPA, the staffing requirements for the anticipated additional 260,000 gross sq. ft of buildings to be built through the colleges' bond program are:

- Maintenance personnel – 5 positions at 1 per 45,000 gsf,
- Custodial personnel – 10 -13 positions at 1 per 20,000-25,000 gsf, and
- Utilities costs are estimated to be $2.70 per gsf.

In addition, due to the installation of the central plant and energy management systems in every building, the positions of plant engineer and energy management technicians will need to be created.

OBJECTIVE 7 **Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services.**	*Responsible Area(s)* • Academic Affairs-Learning Resources • Academic Senate Tutoring and Instructional Support Services Task Force • Management Information Systems

❑ Completed	☑ Substantially Completed	❑ Addressed	❑ Not Addressed *(include reason if checked)*

Comment: A computerized tracking system has been developed, but it has not yet been implemented for all tutoring centers.

RESPONSE

To begin the analysis of tutoring effectiveness and its impact on students' academic performance, a computerized "pilot" tutor-tracking system has been developed and installed in eight tutoring centers to track students' usage of the tutoring centers. The centers that now have the tracking system are: the Achievement Zone; Business; CSIS; English/Writing Center; ESL; Math; Modern Language; and Science. Additional systems will be installed at AET and in the Early Childhood/Education centers by Fall 2011.

The installation began during Summer 2010, and most of the data collection issues/challenges were resolved during Fall 2010. There is now one semester of reliable data (Spring 2011), so data analysis by Institutional Research can begin. With the collection of standardized data (student ID number, date of visit, length of visit), the College will be able, for the first time, to begin looking at tutoring services as a whole, rather than as individual centers.

Areas of interest include:
• Do students who receive an Early Alert notification and then attend tutoring sessions perform better than those who do not attend?
• Do students who attend tutoring sessions earlier in the semester perform better than those who attend later?
• Do students who attend more sessions do better than those who attend fewer sessions?
• Do students attending tutoring sessions seek tutoring in multiple subjects (different tutoring centers)?

In addition to the above analysis, faculty are also interested in gaining an understanding of the reasons students attend tutoring sessions. The Academic Senate Tutoring Task Force will begin developing "choices" from which students can select through the tutor tracking system. This information will assist faculty in modifying curriculum as needed.

OBJECTIVE 8 **Assess current professional development activities to inform the development of a formal professional development plan for implementation in 2011-2012.**	*Responsible Area(s)* • Human Resources • Academic Senate Joint Professional Development Committee • DPAC Human Resources Planning Subcommittee
❏ Completed　　❏ Substantially Completed　　☑ Addressed	❏ Not Addressed *(include reason if checked)*

Comment: This objective will be completed in 2011-2012 through a new institutional objective, as follows:

#11: *To create and implement a District-wide professional development plan that includes a teaching and learning needs assessment for faculty development and incorporates CSEA professional development committee recommendations for classified staff development.*

RESPONSE

During Fall 2010, an online survey was distributed to faculty for the purpose of assessing the institutional professional development days (flex days). This survey gathered information on the professional development workshops offered during the August 2010 Opening Day and the March 2011 Flex Day and solicited ideas for future workshop content. Additionally, the Professional Development Coordinator worked with CSEA leaders to develop an online survey that was distributed to classified employees for the purpose of gathering data on their training needs. Currently, additional training-related surveys (one for managers and administrators and another survey for faculty) are being developed and will be implemented during the 2011/2012 year.

Based on the data collected in the initial surveys, a five-year general employee professional development plan was created. The core of this plan is the implementation of the Professional Development Institute (PDI) which is a training umbrella for all employees of the District. The training areas encompassed by PDI include leadership development, SMC processes and practices, mandated/compliance training areas, and personal growth and wellness.

During 2010-2011, PDI offered in-person and online trainings in the following training areas: campus-wide diversity & inclusivity training, campus-wide FERPA training, leadership-related trainings for District supervisors, and campus-wide personal growth and wellness trainings. PDI offered 40 in-person workshops open to all District employee cohort groups which were attended by 931 participants (which averages to 23 participants per workshop). The on-line trainings offered by PDI were completed by 1471 participants.

During 2010-2011, the Professional Development Committee planned and facilitated two institutional professional development days: August 26, 2010 Opening Day and March 17, 2011 Flex Day. While these days focused primarily on faculty professional development, workshops for non-faculty employees were

also provided. Processes for workshop registration and verification of workshop attendance were also developed during 2010-2011, along with a universal evaluation form. The purpose of this evaluation form is to gather feedback after all trainings, events, and workshops offered to employees of the District. This evaluation form assesses the impact of the training on participants, gathers information on training content usability and effectiveness, and solicits feedback regarding topics for future training.

A campus-wide Professional Development Master Calendar is also being developed. This calendar will contain and centralize all professional development information and offerings in one site for the entire campus community. The Fall 2011 semester is the target launch date for a prototype Master Calendar and the Spring 2012 semester is the target date for full implementation.

OBJECTIVE 9	*Responsible Area(s)*
Develop a District-wide professional code of ethics that is aligned with the College's mission, vision, values and goals and reflective of activity to support continuous improvement in all instructional, operational, and service areas.	Administration, in consultation with college constituencies, and DPAC

☑ Completed	❑ Substantially Completed	❑ Addressed	❑ Not Addressed *(include reason if checked)*

Comment:

RESPONSE
The DPAC Human Resources Planning Subcommittee prepared a draft code of ethics which was further developed by an *ad hoc* DPAC subcommittee. DPAC reviewed and revised the draft, and recommended the resulting document to the Superintendent/President.

OBJECTIVE 10 Implement the comprehensive disaster preparedness plan training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).			*Responsible Area(s)* • Student Affairs • College Police
☑ Completed	❑ Substantially Completed	❑ Addressed	❑ Not Addressed *(include reason if checked)*
Comment:			
RESPONSE			
The comprehensive disaster preparedness training for staff, faculty, and administration, as required by law, was developed in order to deal with a disaster situation, natural or man-made. The NIMS 100 and 700 courses will be required for all staff, faculty, and administrators. The courses will take approximately three (3) hours for presentation, followed by a test which must be passed for certification. A Flex Day activity was held in cooperation with the Academic Senate Joint Professional Development Committee, and all participants can now be tested and certified through participation in this activity. Those unable to participate in the Flex Day activity have been given time to "self-complete" a computer-generated program and take the test directly from the Federal Emergency Management Agency (FEMA) website. Components of the District's overall emergency response include: the purchase of large emergency kits for all buildings on District property, evacuation chairs for multi-level buildings, College-Civilian Emergency Response Team (C-CERT) emergency back-packs and training for approximately 100 staff members, and issuing personal equipment. Finally, with a complete upgrade of the District's emergency radio communication system, the District will be in compliance with FCC rules and regulations. The upgrade includes new repeaters, antennas, handheld and mobile radios, and satellite phones for selected administrative staff. The total cost of approximately $225,000 was funded through a "safety credit" account at no cost to the District's General Fund.			

SANTA MONICA COLLEGE

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES

OBJECTIVE 11 – Continuing 2009-2010 Objective **Determine the impact Basic Skills Initiative programs have had on pre-college students' basic skills course completion rates, and basic skills improvement rates.** *Reference: 2009-2010 Institutional Objective #1:* *Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services*	*Responsible Area(s)* • Academic Affairs • Student Affairs • Institutional Research

☑ Completed	☐ Substantially Completed	☐ Addressed	☐ Not Addressed *(include reason if checked)*

Comment:

RESPONSE

The Office of Institutional Research analyzed the impact of BSI programs on student success. The projects analyzed were: Writing Center, Supplemental Instruction, Tutoring Centers, Counselor Visitation Project, and Faculty Conversations. All of the projects were found to be essential components of the BSI plan. While some of the projects demonstrated a clear connection to student success in terms of course completion rates and course progression, others are important to promoting student engagement which leads to student success in the classroom. Below is a brief summary of the findings of the research projects as they relate to student success.

Writing Center
- A large proportion of students (87.9%) who utilized the Writing Center (WC) succeeded in their courses as compared with students who did not utilize the Writing Center (61.2%). The sample looked at 645 students using the WC in the Spring and Fall 2009 terms.
- A greater proportion of students (61.2%) who visited the Writing Center progressed to a higher course than students who did not visit the WC (38.5%).

Supplemental Instruction (SI)
- SI participants in math succeeded at a rate of 42.9%, significantly higher than the success rate for non-SI students (33.4%). The data reveals that SI participation positively influences student success in a course.
- The math data showed that overall, students who participated in at least five SI sessions succeeded in their math courses at the highest rate (65.7%). Math courses included in the study were Math 18, 20, 31, 81, and 84.

Tutoring Centers
- On average, students who utilized the math, reading, and writing tutoring centers were more successful (at about 73%) in their courses when compared with students in the same courses who did not visit the tutoring center (at about 60%).

Counselor Visitation Project
- A recent study showed that 1.23% of students participating in the presentation visited a counselor within the same term.
- Additionally, 2.2 % of students visited a counselor within a year of the presentation.

Faculty Conversations
- Faculty attendees of the workshops were largely satisfied with the sessions they attended. Approximately 9 in 10 attendees reported being satisfied (very satisfied or satisfied) with the workshop.
- Combining "very likely" and "likely" responses, 74.1% of faculty said they were likely to apply what they learned in the workshop in their teaching practices. An additional 20.7% said they were "somewhat likely" to do the same.
- A large proportion, 93.2%, agreed that the workshop they attended offered practical strategies for teaching and engaging students.
- Over 95% of respondents reported they are likely to attend another faculty conversation workshop in the future.

Summary

Three out of the five BSI projects studied were shown to have had a significant impact on students at the pre-college level. The Writing Center, Supplemental Instruction, and Tutoring Centers have significantly increased the success of students in English, Math, and Reading courses. The Writing Center was the only project thus far to demonstrate an impact on pre-college student progression through the English developmental sequence. Supplemental instruction and Tutoring Center data will be examined in the future to determine how services impact student progression in the Math and English developmental sequences.

Although the data for the Counselor Visitation Project and Faculty Conversations do not indicate direct impact, these initiatives unquestionably contribute to student success. A comprehensive approach to student success addresses multiple student needs. Counseling helps students identify the proper courses to take to make progress towards completing an educational goal. Students who know their goals and know the path to take are more likely to be connected to school and make progress toward goal attainment. Similarly, faculty are essential to helping students succeed. Faculty who are engaging in professional development activities on a regular basis are more likely to adopt teaching strategies to address the diverse learning needs of students.

OBJECTIVE 12– Continuing 2009-2010 Objective **Use the ongoing Management Information Systems analysis of computer system (ISIS, HRS, and County Peoplesoft) communication issues to develop mechanisms that reduce the number of errors related to the Human Resources System (HRS) and employee databases.** *Reference: 2009-2010 Institutional Objective #9: Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.*	*Responsible Area(s)* • Human Resources • Business/ • Administration • Information Technology

❑ Completed	❑ Substantially Completed	☑ Addressed	❑ Not Addressed *(include reason if checked)*

Comment: This objective will be completed in 2011-2012 through a new institutional objective, as follows: #10: *To implement annual delivery of standardized training for all college staff engaged in data entry involving either of the two human resources information systems (HRS and ISIS) to reduce the error rate and ensure data integrity.*

RESPONSE
In 2008, a task force was created to review the relationship of ISIS to the Los Angeles County Office of Education (LACOE) and Human Resources System (HRS). The immediate goals of the task force were to 1) achieve efficiency, 2) reduce errors, and 3) improve overall performance and satisfaction. During this endeavor, a flow chart was developed to capture and reinforce the major sequence of origination and then subsequent proceedings leading up to the posting of financial records and the generation of payroll. This task force will be reinstated and training will be instituted to achieve the goals listed above. The training component must encompass all entities on campus who use ISIS and HRS in a manner that ultimately affects fiscal and payroll related matters. The task force will consist of representatives from Academic Affairs, Student Affairs, Information Technology, Fiscal Services, Human Resources and Payroll. Staff from these areas will be the trainees. The training program will re-evaluate the goals listed above, conduct a comprehensive review to improve understanding of matters agreed upon during collective bargaining processes, and ultimately reduce the number of errors related to ISIS and HRS. Discussion must include how ISIS and HRS are used in the District, what the systems do not currently provide, and suggested resolutions. In addition, to eliminate further human errors due to manual entry in HRS by the Human Resources and Payroll staff, responsible staff will take advantage of the monthly LACOE training/workshops provided at no cost to the District.

![Santa Monica College logo]

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2011-2012 UPDATE
RESPONSES TO 2010-2011 INSTITUTIONAL OBJECTIVES

| OBJECTIVE 13 - Continuing 2009-2010 Objective **Implement the planned upgrade of the SMC website.** *Reference: 2009-2010 Institutional Objective #12: Improve currency, accuracy and accessibility of the SMC website.*			*Responsible Area(s)* • Enrollment Development • Academic Affairs • Information Technology
☑ Completed	❑ Substantially Completed	❑ Addressed	❑ Not Addressed *(include reason if checked)*
Comment:			
RESPONSE			
The project to upgrade the SMC website from the 2007 complete redesign project began in late 2009. At that time, through the work of the various planning bodies and committees, several issues were identified. Among those were the need for enhancements to the search engine, templates and style guides to ensure uniformity and branding, improved site navigation, improved social media, increased exposure for news and events, a form to highlight campus programs, and ongoing web content support. As the College began to address the multitude of identified issues, it became clear that these were more than mere enhancements; a grander scale redesign was in order to achieve the desired results. Approved in 2010, a major redesign for the gateway page incorporated the list of issues previously outlined. In 2011, following the standards of the gateway page, new templates were designed for several frequently accessed sites, including Academic Programs, Admissions (which was used as a basis for Human Resources, Financial Aid, International Education), College Governance, and a few others. The content on the old Content Management System (CMS) was migrated to the new platform, SharePoint, in late spring and early summer 2011. Testing, end-user training, and updating were performed immediately before and after the new site launch on August 17, 2011. Equally important to the site redesign and enhancements is ongoing support and web content management. The Board of Trustees recently approved a new position, Web Content and Digital Marketing Facilitator, to provide ongoing support for the website. Recruitment for the position has begun, with a goal of hiring a permanent employee in this capacity in late Fall 2011.			

OBJECTIVE 14 - Continuing 2009-2010 Objective **Implement the pilot ISIS portal program for collecting student learning outcomes data in Fall 2010, assess the pilot program at the end of Fall 2010 and make modifications determined necessary in Spring 2011.** *Reference: 2009-2010 Institutional Objective #13: Develop college-wide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.*	*Responsible Area(s)* • Enrollment Development • Office of Institutional Research • Academic Senate Joint S/ILO Committee • Academic Affairs

☑ Completed	❑ Substantially Completed	❑ Addressed	❑ Not Addressed *(include reason if checked)*

Comment:

RESPONSE

Almost all course Student Learning Outcomes (SLOs) are now in ISIS, and all those in ISIS are mapped to SMC's four Institutional Learning Outcomes (ILOs) and, specifically, to the core competencies of those ILOs. Almost all departments are assessing course SLOs, and therefore, the core competencies of the ILOs to which they are mapped. Instructors are inputting their assessment results into ISIS through the use of the SLO Rosters that are now available on the portal pages for individual faculty members. Student assessment data is, therefore, tied to student identification numbers. The Office of Institutional Research generated data reports following both the Fall 2010 and Spring 2011 semesters. Every department has been given a report showing the percentage of students meeting the course SLOs. A report was also disseminated to the department chairs showing student success on the ILO Core Competencies aggregated across the entire institution. This report provides an excellent snapshot of how well SMC students are doing on such competencies as critical thinking, quantitative analysis, knowledge acquisition, and skill development.

The S/ILO process has led to discussions, innovations, and changes. A series of focus groups was held in the Spring 2011, inviting the Chairs to evaluate the Pilot. The Chairs were unanimous in their avid support of the new system but did offer some recommendations that were implemented immediately. Consequently, as a result of these focus groups, the ISIS system has been fine-tuned, adding several features that make it easier for instructors to input their assessment results.

Institutional Objectives, 2010-2011
Level of Completion
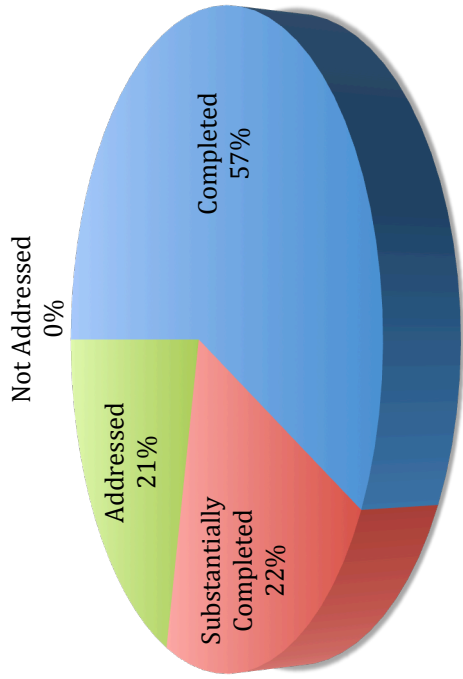
14 Institutional Objectives

8 Completed
3 Substantially Completed
3 Addressed
0 Not Addressed

Not Addressed
0%

Completed
57%

Addressed
21%

Substantially
Completed
22%

Institutional Objectives, 2010-2011
Related to Overall Mission and Strategic Initiatives
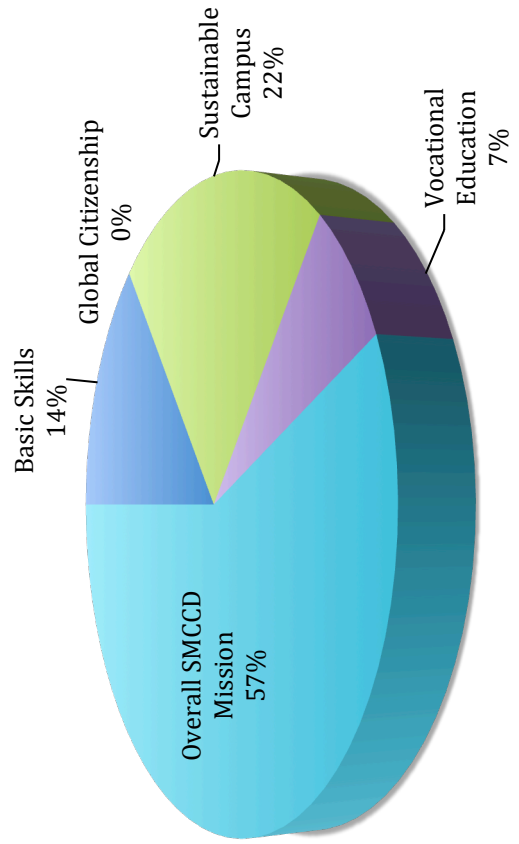
14 Institutional Objectives

2 Basic Skills
0 Global Citizenship
3 Sustainable Campus
1 Vocational Education
8 Overall SMCCD Mission

Basic Skills
14%

Global Citizenship
0%

Sustainable
Campus
22%

Vocational
Education
7%

Overall SMCCD
Mission
57%

Santa Monica Community College District

STRATEGIC INITIATIVES AND ACTION PLANS

ACTION PLANS

for the next five years that support the four Strategic Initiatives,
to be implemented in an environment of Collegiality, Collaboration, Communication, and Interconnectivity

Hiring Full-Time Faculty and Permanent Staff	Training Priorities	Student Support Services	Fiscal Stability
Make progress toward filling vacant permanent classified staff positions and meeting the goal that 75 percent of credit instruction be delivered by full-time faculty.	*Develop a set of institutional training priorites for faculty, staff and managers to promote innovation, improve effectiveness and efficiency, encourage succession planning, and identify career laddering opportunities.*	*Ensure meaningful access to critical student learning support services appropriate for the varying times, locations and modes of delivery through which instruction occurs.*	*Develop a transparent budget that maintains an appropriate fund balance and supports the strategic implementation of institutional goals and objectives.*

Presented to SMCCD Board of Trustees: July 7, 2008
Approved by District Planning and Advisory Council: July 9, 2008

| | STRATEGIC INITIATIVES | | | |
ACTION PLANS	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education
Hiring Full-Time Faculty and Permanent Staff	• Increase the number of instructional assistants for English, Math and ESL classes • Expand the use of instructional assistants in vocational and other academic subject programs	• Communicate to all staff and faculty the college's commitment to Global Citizenship	• Communicate to all staff and faculty the college's commitment to sustainability • Hire permanent administrative leadership to support sustainability initiatives • Hire permanent classified staff (i.e., recycling, physical plant and maintenance) to support sustainability initiatives	• In developing and expanding vocational programs, acknowledge and support the need for leadership of faculty who possess relevant industry experience • Ensure adequate instructional support for new and expanding vocational programs
Training Priorities	• Establish a teaching/learning center to provide avenues for professional development for instructional and student services faculty • Include, as an ongoing part of institutional flex day activities, presentations that address strategies for increasing student success	• Provide professional development for faculty and staff in two primary areas: • infuse the ideas of global citizenship throughout the curriculum, and • promote interaction between international and other students at the college	• Develop a District-wide policy that includes training in the purchase and use of energy efficient and green products • Develop orientation for all new employees on new and existing environmental programs • Provide site-specific training to building occupants on the important environmental aspects and climate control options of all campus buildings	• Inform faculty and staff in various disciplines about emerging technologies/trends • Utilize industry experts to develop strategies to support faculty professional currency • Provide professional development and networking opportunities for instructional and support staff

STRATEGIC INITIATIVES				
ACTION PLANS	**Basic Skills Initiative**	**Global Citizenship**	**Sustainable Campus**	**Vocational Education**
Fiscal Stability	Produce growth in FTES through the increased retention and success of basic skill students	• Increase retention by the efforts cited in the other three strategic initiatives and thereby increase the number of international students • Identify potential funding sources to support student engagement in global citizenship activities	• Prioritize energy efficient projects, with an emphasis on solar energy generation capacity • Set date-based goals and targets for implementing the priorities identified in the Environmental Audit • Develop educational signage to promote resource efficiency throughout the campuses • Provide improved and affordable access to SMC by supporting a wider variety of alternative transportation choices • Include sustainability criteria in contracts and RFP procedures	• Conduct industry trade analysis to determine that a target audience for proposed offerings exists • Leverage grants and categorical programs to improve and expand vocational programs • Ensure that vocational funds are aligned with college priorities • Increase FTES through new vocational programs and courses • Develop a plan to ensure funding for implementation and maintenance of vocational programs • Develop strategies for tracking vocational students after they leave the program

	STRATEGIC INITIATIVES		
ACTION PLANS	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education
Student Support Services	• Develop a distance education, noncredit course designed to help students "brush up" on their math and English skills prior to taking the assessment tests • Expand linkages between counseling services and basic skills initiatives	• Expand and develop academic and social support for international students • Improve facilities for international students and ESL • Expand student participation in the SMC Study Abroad programs	• Provide instructional support services at the Center for Environmental and Urban Studies (CEUS)	• Expand tutoring to address the needs of specific vocational programs • Enhance linkages between counseling services and various vocational disciplines • Increase the use of industry-related forums and job-matching strategies to provide opportunities for students and employers to participate in job-shadowing activities, internships, and employment possibilities

Major Findings and Recommendations of the March 9-11, 2010 Visiting Team

As a result of the evaluation visit to Santa Monica College, the team made the following nine recommendations:

Recommendations

1. To meet the standard, the team recommends that the college complete the development of a sustainable comprehensive master planning process with the Master Plan for Education at its core. The resultant multi-year plan should contain explicit links to instructional and student services programs, human resources, facilities, technology, and other planning needs that are revealed by the program review process or other assessments of institutional effectiveness. The team further recommends that the college work to achieve among its constituents a uniform understanding of the planning cycle and documentation processes through a mechanism accessible to all audiences regardless of their previous experience with the institution (Standards I.A, I.A.1, I.A.4, I.B.1, I.B.3, I.B.4, I.B.6, I.B.7, II.A.1.a, II.A.1.c, II.A 2.f, III.A.6, III.B.2.b, III.C.2, III.D.3, IV.A.5, and IV.B.2.b).

2. To improve effectiveness, the team recommends that the college formalize the annual process of reporting student learning outcomes assessment and evaluation and develop a plan for codifying this process to ensure continuous improvement, to achieve assessment data, and to make the results of assessment available to the public (Standards I.A, I.B, I.B.2, II.A., II.A.1, II.A.1.c, II.A.2.e, and II.A.2.f).

3. To meet the standard, the team recommends that the college evaluate the efficacy of the current staffing model for the institutional research function with a goal of providing timely, in-depth analysis of effectiveness measures and other key institutional metrics to move the college toward the goal of becoming a culture of evidence (Standards I.B.3, I.B.4, I.B.6, I.B.7, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.g, and II.B.3).

4. To increase effectiveness, the team recommends that the college act in accordance with its recently adopted Institutional Learning Outcome supporting sustainability by adopting a curriculum management system that allows the curriculum approval and management functions to move from a paper-based to a web-based process (Standards II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.b, II.A.3, and II.A.4).

5. To increase effectiveness, the team recommends that the college conduct a comprehensive evaluation and analysis of the decentralized tutorial programs and computing services on campus to assure the quality and scope of services delivered and to ensure student satisfaction and student learning (Standards II.C.1 and II.C.2).

6. To increase effectiveness, the team recommends that Human Resources institute a training program for college personnel engaged in data entry involving either of the two human resources personnel systems (ISIS and HRS) to reduce the error rate and to insure that data integrity is maintained (Standard III.A.1.b).

7. To increase effectiveness, the team recommends that Human Resources, the Academic Senate, Institutional Research, Academic Affairs, and Management Information Systems redouble efforts to resolve issues with student course evaluations and deliver a meaningful assessment document to individual faculty in a timely manner (Standard III.A.1.b).

8. To improve effectiveness, the team recommends that the college develop a district-wide professional code of ethics that is aligned with the stated mission and values, and reflective of activity to support continuous improvement in all instructional, operational, and service areas (Standard III.A.1.b).

9. To improve effectiveness, the team recommends that the college produce a professional development plan consistent with the institutional mission, including a teaching and learning needs assessment and an evaluation process that recognizes and serves all members of the college community and that leads to the improvement of teaching and learning (Standards III.A.5.a and III.A.5.b).

Accreditation 2010
Self-Study Plan Summary

The planning process at Santa Monica College includes an annual review and revision of the Master Plan for Education and the College's institutional objectives as well as an annual report to the college community on institutional performance regarding the fulfillment of the prior year's objectives. Central to the development of institutional objectives for the 2010-2011 academic year will be considerations for the recommended plans from each section of this accreditation self-study report. Some of the recommended plans coincide with the 2009-2010 institutional objectives, and the College's performance relative to these will be included in the annual report presented to the college community. The remaining self-study plans will be included as planning issues in the development of 2010-2011 objectives for the major divisions of the College. These division-level objectives will be reviewed by the District Planning and Coordinating Council and considered in the development of 2010-2011 institutional objectives, which are based on the College's Vision, Mission, Values and Goals. Each area of the College will then develop specific, unit-level objectives and implementation strategies.

In preparation for this collegewide planning effort, the institutional self-study plans are organized below according to the goals that support achievement of the College's Institutional Learning Outcomes:

Institutional Learning Outcomes

Santa Monica College students will:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.

- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.

- Respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.

- Assume responsibility for their own impact on the earth by living a sustainable and ethical life style.

Supporting Goals

Plans Appropriate Across All Supporting Goals

- ❖ The College will integrate its current institutional effectiveness initiatives into comprehensive evaluation cycles that systematically measure and document how well the College, at the macro level, is addressing the needs of its student population. (IA.1)

- ❖ The Academic Senate Joint Student and Institutional Learning Outcomes Committee will produce comprehensive rubrics for evaluating outcome statements, assessment plans and assessment reports for departments/programs to use in reviewing their own student learning outcomes, assessments and reports in order to achieve sustainable and continuous quality and improvement. (IB.1)

- ❖ The Office of Institutional Research will lead in the development of a systematic evaluation process that ultimately moves the institution from program-based assessments to those that are institutional in scope. (IB.1, IB.6, IB.7)

- ❖ The Student and Institutional Learning Outcomes Committee will produce comprehensive rubrics for evaluating outcome statements, assessment plans and assessment reports for departments/programs to use in reviewing their own student learning outcomes, assessments and reports in order to achieve sustainable and continuous quality and improvement. (IB.1)

- ❖ The Student and Institutional Learning Outcomes Committee will establish ways to store the data for the assessments in a database system to facilitate and enhance the analysis of data from year to year. (IIA.1(c), IIA.2(a), IIA.2(b), IIA.2(e), IIA.2(f), IIA.3, IIA.3(a), IIA.3(b), IIA.3(c))

- ❖ The Student and Institutional Learning Outcomes Committee and the Office of Institutional Research will work with departments and programs to ensure that the assessments being used are appropriate, yield the information being sought, and are consistent from year to year so that comparisons can be made and sustained and continuous improvement will be achieved. (IIA.1(c), IIA.3, IIA.3(a), IIA.3(b), IIA.3(c)), IVB.2(a), IVB.2(b))

- ❖ The Student and Institutional Learning Outcomes Committee will establish ways to store the data for the assessments in a database system to facilitate and enhance the analysis of data from year to year. (IIA.1(c), IIA.2(a), IIA.2(b), IIA.2(e), IIA.2(f), IIA.3, IIA.3(a), IIA.3(b), IIA.3(c))

Innovative and Responsive Academic Environment
- **Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community**

  - ❖ The College will formalize and implement the framework for assessing learning outcomes at the course, program and institutional level. (IA.1)

  - ❖ The College will integrate assessment and evaluation into the process for planning, developing and implementing new programs from their inception. (IB.3)

  - ❖ The College will develop a cohort-based study to assess the achievement of Institutional Learning Outcomes and student satisfaction with academic and student support programs and explore how such assessment tools could be extended to or adapted for alumni as well. (IIA.1, IIA.1(a), IIA.2(a), IIA.2(b), IIA.2(e), IIA.3, IIA.3(a), IIA.3(b), IIA.3(c), IIA.5)

  - ❖ The Academic Senate Joint Distance Education Committee will develop for students an "effective practices" document for distance learning along with an assessment tool to help determine their readiness and aptitude for online learning. (IIA.1(b))

  - ❖ The College will offer more basic skills noncredit courses to address the needs of basic skills students who have reached the limit of 30 units in credit basic skills classes yet need additional assistance in basic skills areas. (IIA.2)

  - ❖ Basic Skills Initiative strategies and activities will be extended beyond English, English as a Second Language and mathematics to include all disciplines. (IIA.2(d))

  - ❖ The College will develop initiatives to better address the relationship between learning styles and teaching methods. (IIA.2(d))

  - ❖ The College will evaluate methods and technologies designed to facilitate the College's efforts to collect performance data of Santa Monica College students who have transferred and/or gained employment. (IIA.5)

  - ❖ The College will ensure that program level learning outcomes for all certificates and degrees will be included in the annual catalog, the online catalog, department websites and in relevant Counseling Department publications. (IIA.6)

❖ The Offices of Academic Affairs and Enrollment Development will research software packages to improve the utility of the Santa Monica College online college catalog. (IIA.6(c), IIB.2)

Supportive Learning Environment
- **Provide access to comprehensive student learning resources such as library, tutoring, and technology**

- **Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid**

   ❖ The College will formalize and implement the framework for assessing learning outcomes at the course, program and institutional levels. (IA.1)

   ❖ The College will integrate assessment and evaluation into the process for planning, developing and implementing new programs from their inception. (IB.3)

   ❖ The College will develop a cohort-based study to assess the achievement of Institutional Learning Outcomes and student satisfaction with academic and student support programs and explore how such assessment tools could be extended to or adapted for alumni as well. (IIA.1, IIA.1(a), IIA.2(a), IIA.2(b), IIA.2(e), IIA.3, IIA.3(a), IIA.3(b), IIA.3(c), IIA.5)

   ❖ The College will ensure that program level learning outcomes for all certificates and degrees will be included in the annual catalog, the online catalog, department websites, and in relevant Counseling Department publications. (IIA.6)

   ❖ The Offices of Academic Affairs and Enrollment Development will research software packages to improve the utility of the Santa Monica College online college catalog. (IIA.6(c), IIB.2)

   ❖ The Offices of Student Affairs and Enrollment Development will work with the Office of Institutional Research to implement outcomes assessments that result in data-driven improvements in student support services. (IIB.1)

   ❖ The Offices of Student Affairs and Enrollment Development will work with the Office of Institutional Research to implement a comprehensive evaluation process to determine student support needs and the progress made in achieving each program's stated student learning outcomes. (IIB.3(a), IIB.4))

   ❖ The College will study the centralization of tutoring and learning resource centers to standardize training, supervision, evaluation and procedures. (IIC.1)

   ❖ Learning Resources staff will work with the Office of Institutional Research to develop uniform program-level student learning outcomes for its tutoring centers and standard methods of data collection to measure those outcomes. (IIC.1)

   ❖ The Library will develop learning outcomes and methods of assessment for reference service. (IIC1(b))

   ❖ The College will develop a plan for implementing online tutoring including the use of tutorial software, chat-based tutoring and/or email. (IIC.1(c))

   ❖ Tutoring and Learning Resources Center staff will work with the Office of Institutional Research to develop survey tools and/or methods to help the tutoring and Learning Resource Center staff respond to changing user needs. (IIC.1(a), IIC.2)

   ❖ The Academic Computing Department will work with the Office of Institutional Research to develop survey tools and/or methods to help the department respond to changing user needs and develop a means for analyzing resource usage data. (IIC.2)

Stable Fiscal Environment

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

  ❖ The College will review all options pertaining to linking its budget to sustaining sufficient levels of faculty, management and staff needed for effective college operations. (IIIA.2)

  ❖ The College will develop a model for determining the total cost of ownership when acquiring new additional technology to ensure that adequate budget is available for maintenance and replacement. (IIIC.1(d))

  ❖ The College will develop a plan to reduce the structural operating deficit. (IIID.1(b), IIID.1(c), IIID.2(c))

  ❖ The College will develop a funding strategy that institutionalizes ongoing funding for technology in a budgetary line-item. (IIID.1(b))

  ❖ The College will fully implement the internal tracking and response system for various fiscal processes to enable requestors to monitor activity. (IIID.2(g))

  ❖ The College will improve ways in which to explicitly document how the budgets for specific initiatives tie into the College's Mission, Vision, Values and Goals. (IIID.3)

Sustainable Physical Environment

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

  ❖ The College will establish priorities in planning for maintenance needs and appropriate staffing to meet maintenance requirements of new buildings as they are occupied and become operational. (IIIB.1(b))

  ❖ The College will develop and implement new follow-up measures to ensure that keys are returned by all employees separating from the District. (IIIB.1(b))

  ❖ The College will develop ongoing evaluation plans to assess the safety of the learning environment. (IIIB.1(b))

  ❖ The College will implement the plan to design and build the new data center, which will house all of the functional areas that comprise the Information Technology Department. (IIIC.1, IIIC.1(a))

  ❖ The College will evaluate the plan for upgrading/replacing workstations and other technology and evaluate alternatives to the current plan. (IIIC.1(c), IIIC.2)

  ❖ The College will evaluate and implement an effective network solution to prevent unauthorized computers from accessing the College's network. (IIIC.1(c))

  ❖ The College will evaluate and implement a feasible security solution to more efficiently support user software and hardware installation needs. (IIIC.1(c))

  ❖ The College will evaluate and implement a more effective desktop anti-malware solution. (IIIC.1(c))

  ❖ The College will implement the information technology emergency continuity plan once it is finalized. (IIIC.1(c))

Supportive Collegial Environment

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

  ❖ The College will formalize the process for reviewing and revising the mission statement to ensure that the process is systematic and corresponds to the needs of the institutional culture and valid, accepted practices for research and evaluation. (IA.1, IA.2)

  ❖ The Academic Senate Joint Program Review Committee will develop a tool to help departments more clearly and consistently report their efforts to inform program improvements via the learning outcome assessment cycle. (IIA.1, IIA.1(c), IIA.2(a), IIA.2(b), IIA.2(e))

  ❖ The Office of Institutional Research will expand training modules and assessment workshops to ensure all areas of the College are proficient in the use and interpretation of data to inform self-evaluation and decision-making. (IB.1, IB.3)

  ❖ The College will better document its planning processes, formalize the evaluation of planning outcomes, and institutionalize planning and evaluation by emphasizing outcomes as well as outputs. (IB.2)

  ❖ The College will provide appropriate support to enhance the ability of the Office of Institutional Research to gather and analyze data and provide training in its use. (IB.3)

  ❖ The College will develop a more formalized structure and a template to be applied to the proposal and resource allocation processes to document and track measures of institutional effectiveness, including:
    - anticipated outcomes
    - measurability and proposed assessments
    - resources and sustainability (IB.4)

  ❖ The College will improve the currency, accuracy and accessibility of the college website. (IIA.6(c))

  ❖ The District will work with the Faculty Association to determine whether the current forms for evaluating faculty in noncredit programs meet the needs of these areas and to develop forms for evaluation of noncredit faculty if necessary. (IIIA.1(b))

  ❖ The Office of Human Resources will work with Management Information Systems Department to improve the accuracy of the list of faculty to be evaluated each semester and the timeliness of their distribution to department chairs. (IIIA.1(b))

  ❖ The Office of Human Resources will work with the Faculty Association to more clearly define evaluation timelines and ensure that all aspects of evaluation for all academic personnel adhere to those timelines. (IIIA.1(b))

  ❖ The Office of Human Resources, the Academic Senate, the Faculty Association, the Management Information Systems Department and the Office of Academic Affairs will develop a mechanism to ensure that student evaluations are conducted for faculty on a timely basis with a feedback mechanism that ensures written comments are communicated back to the faculty member being evaluated. (IIIA.1(b))

  ❖ The District and California School Employees Association will work together to adopt a code of ethics for represented classified employees. (IIIA.1(d))

❖ The Office of Human Resources will work with the Superintendent/President's office and collaborate with other governance groups to institute an ongoing, systematic review of all personnel-related policies and procedures. (IIIA.3)

❖ The Office of Human Resources will ensure that its website is regularly updated and user-friendly. (IIIA.3)

❖ The Office of Human Resources will provide ongoing internal office staff training pertaining to maintenance of personnel records. (IIIA.3(b))

❖ The College will formalize a systematic review of its employment equity record to ensure that its hiring practices are responsive to the diverse needs of its employees. (IIIA.4(a))

❖ The Office of Human Resources will work with the Personnel Commission to ensure that interview panelists are briefed regarding Equal Employment Opportunity considerations. (IIIA.4(a))

❖ The Office of Human Resources and the Personnel Commission Office will develop and implement a formal system for monitoring human resources staffing and plans for each classification. (IIIA.6)

❖ The College will formally assess the training needs of its personnel and assess current training models to determine their effectiveness. (IIIC.1(b))

Program Review
Committee Report
2009-10/2010-11

Introduction

In 2010-11 the program review schedule was revised to align with the calendar year instead of the academic calendar. The more timely submission of the annual program review committee report will facilitate consideration of the information and recommendations in the development of the annual *Master Plan for Education* update. This first report aligned with the revised calendar, therefore, covers the 2009-10 academic year and Fall 2010. Recommendations initially presented in the 2009-10 program review annual report that have subsequently been addressed are not included.

Program Review is an ongoing process that every program and area of the college undergoes in a six-year cycle. Career Technical Education programs are also required to submit mini-reviews in years 2 and 4 of the cycle. It should be noted that the committee is in the process of developing an annual report format and structure to further support institutional planning. This process is taking place in collaboration with the S/ILO committee, Institutional Research, and department chairs.

The goal of program improvement drives the process. To help programs prepare for program review, the committee annually reviews and revises the guidelines for the different types of programs. Additionally, the committee offers multiple orientation sessions for programs scheduled for review the following year. In the future, programs will also be submitting shorter annual reports. Information from these reports will be included in the annual report for use in institutional planning.

Generally, programs take the review process very seriously and often comment on the positive aspects and value of the opportunity for self study and reflection. The committee respects the efforts of the programs and strives to provide meaningful feedback. Observations of issues or concerns shared by multiple programs are incorporated into the annual committee report. The connections between the program review, S/ILO, and curriculum committees and processes have strengthened and the findings of the Program Review Committee are incorporated into the institutional planning processes.

Observations

Areas of common concern the committee has noted across many programs are insufficient ability to use data effectively to inform discussion and decision making, incomplete or inadequate assessment (especially, but not limited to, student and program learning outcomes), and insufficient documentation of assessment processes. Development of outcomes has proven challenging for non-instructional programs because the programs were attempting to use the student learning outcomes framework designed for instructional programs. These operational areas need support and training in understanding and developing more relevant program and operational outcomes in support of the College's Institutional Learning Outcomes. There is also a need for institutional standards and training in the use and evaluation of data, and evaluating the effectiveness of assessment tools and processes.

The specific information and data available to individual programs varies and does have an impact on the results of the conclusions drawn by both programs and the committee in the review process. The commitment of programs to positively affect student success through program improvement is evident. The new SLO portal and commitment of the departments participating in the pilot to measure SLOs are an innovative approach. However, more tools, data, and information are needed to more effectively measure results and draw conclusions. Additional support in the collection of data, and training in its analysis and use, is needed. The committee has been working with the Office

of Institutional Research to address this and has finalized a common dataset that will be provided to instructional programs on an annual basis. Datasets more common to other types of programs still need to be developed.

Supporting Institutional Planning
Since all programs at the college undergo the program review process, committee members who often serve multiple years are afforded a broad view of the impact of shifting demographics, best practices, common concerns, research and assessment, connections between programs and services, and opportunities for collaboration and sharing. The committee spends many hours in thoughtful review, providing feedback, and discussing how this information fits into the broader picture to help inform planning at the college.

As the institution faces yet another period of severely restricted budgets, concern about the resulting impact on student success and retention is evident. The college has a reputation for implementing innovative programs and strategies, all of which add value. Identifying exemplary strategies and best practices which have the potential for the greatest impact on student success and retention across the board is critical to maintaining the excellence of the institution. Hard decisions can prove to be the catalyst for opportunity and innovation if the focus is improving student success. The Program Review Committee encourages the different planning bodies to consider the thoughtful work of the committee as discussions take place about the level of support to be maintained for programs, services and strategies.

Committee Membership
The Program Review Committee is fortunate to have members who have served for multiple years, thus providing historical knowledge. Committee member dedication to a very time intensive process is appreciated and acknowledged.

Mary Colavito, Faculty, Life Sciences, Chair (2009-10, 2010-11)
Katharine Muller, Administrator, Vice Chair (2009-10, 2010-11)
Janet Harclerode, Faculty, ESL (2009-10, 2010-11)
Sara Brewer, Faculty, Communications (2009-10, 2010-11)
Guido Davis DelPiccolo, Faculty, Social Sciences (2009-10, 2010-11)
Ida Danzey, Administrator, Nursing (2009-10)
Bill Lancaster, Faculty, Design Technology (2009-10)
Fran Manion, Faculty, Math (2009-10, 2010-11)
Trish Burson, Faculty, Library (2009-10, 2010-11)
Melody Nightingale, Faculty, ESL (2009-10)
Mary Jane Weil, Faculty, Disabled Student Services (2009-10, 2010-11)
Matt Hotsinpiller, Faculty, English (2010-11)
Rebecca Anderson, Faculty, Modern languages (2010-11)
Dolores Raveling, Faculty, Matriculation (2010-11)
Randal Lawson, Administrator (2009-10, 2010-11)
Steve Myrow, Administrator, Financial Aid (2009-10)
Erica LeBlanc, Administrator, Academic Affairs (2010-11)
Caroline Sheldon, Institutional Research (2009-10)

Programs Reviewed and Accepted

The following programs were scheduled for full program review in 2009-10 and Fall 2010:

Program	PR Report	Goals/Outcomes Dev[1] /Assess[2]		Curriculum
Athletics	09-10	N	N	NA
Auxiliary Services	09-10	Y	N	NA
Bookstore	09-10	Y	N	NA
Bursar	10-11	Y	N	NA
Community Relations	09-10	Y	N	NA
Dance	09-10	Y	N	completed
Education/ECE	09-10	Y	Y	completed
Emeritus	09-10	Y	Y	completed
Fiscal Services	10-11	Y	Y	NA
Foundation	10-11	Y	Y	NA
Health Services	10-11	Y	N	NA
KCRW	09-10	Y	Y	NA
Library	09-10	Y	N	completed
Marketing/Graphics	10-11	Y	N	NA
Math	09-10	Y	Y	completed
Modern Languages	09-10	Y	Y	completed
Modern Language & Science LRCs	10-11	Y	N	NA
Personnel Commission	09-10	Y	Y	NA
Psychological Services	10-11	Y	Y	NA
Psychology	09-10	Y	N	completed
Purchasing	10-11	Y	N	NA
Public Information	09-10	Y	N	NA
Student Life	10-11	Y	N	NA

[1] Developed

[2] Assessed

Programs Reviewed and Not Accepted

The full program review report for the following program was initially submitted in Fall 2009 and was not accepted by the committee. The program was asked to resubmit a full review in Fall 2010; the resubmitted report was not accepted::

Program	PR Report	Goals/Outcomes Dev/Assess		Curriculum
Risk Management	09-10,10-11	N	N	NA

CTE Programs 2 Year Review
The following vocational programs were scheduled for a mini 2 year review:

Program
Business/Accounting   09-10

2009-10, 10-11 Recommendations for Institutional Support for Specific Programs

Executive summaries for all programs reviewed in 2009-10 and Fall 2010 are included in this report. In addition to a narrative, the summaries include commendations, recommendations for program strengthening, and, recommendations for institutional support. Recommendations for institutional support for the programs reviewed that have not already been addressed, are listed for consideration in institutional planning processes:

1. Investigate ways to separate coaching assignments from academic assignments. (Athletics)
2. Ensure student athletes are included in institutional efforts to provide basic skills and tutoring support. (Athletics)
3. Explore strategies for more transparently communicating the relationship of Auxiliary Services functions to other college areas and functions. (Auxiliary)
4. Review the relationship between Auxiliary Services and the Bookstore in decisions regarding distribution of profits. (Bookstore)
5. Determine the appropriate balance between service and profit for bookstore operations, communicate that to the college community and stand behind the direction set. (Bookstore)
6. Ensure the bookstore is fiscally positioned to support the planned new location in Drescher Hall. (Bookstore)
7. Explore ways to reduce the cycle of constant hiring and training of seasonal workers. (Bursar)
8. Include the needs of the Bursar's Office in an overall assessment of fiscal processes and technology support needed to streamline and interface between units and systems. (Bursar)
9. Improve support and training for administrative units in the development and assessment of program outcomes. (Bursar)
10. Evaluate the level of support services offered at the Bundy site, especially in the evenings, and determine appropriate levels feasible now and in the future. (Education/ECE)
11. Review the organizational structure of Emeritus College staffing in light of institutional expectations, including faculty evaluations and achievement of SLO proficiency, and develop a realistic plan for achieving results. (Emeritus)
12. Review the impact on the unit of new federal requirements for institutions to process and manage student loans. (Fiscal Services)
13. Address the records storage needs of Fiscal Services. (Fiscal Services)
14. Work with Health Services and Psychological Services to establish an institutionally sustainable level of services and the best and most appropriate allocation of the health fee, including the Winter 2011 increase. (Health Services, Psychological Services)
15. Ensure KCRW is equipped to maintain the quality of its operations and broadcasts in the new facility. (KCRW)
16. Review current Library staff classifications and descriptions and ensure they are congruent with the changing roles and skills required given the new technologies and student demands for support. (Library)
17. Review options for supporting the need for an increased security presence in the Library, including the possibility of employing student ambassadors as part of the presence. (Library)
18. Employ the design expertise of Marketing & Graphics to ensure a consistency of look and message throughout various SMC on-line presences. (Marketing/Graphics)

19. Review and evaluate the initial enrollment and assessment process and timetable and consider deferring administration of the math placement test to allow students to avail themselves of review opportunities. The committee recognizes that there is often a significant time lag from the most recent study of math and the taking of the assessment test. (Math)
20. Support the acquisition of web based tutoring and evaluation tools to provide any time access and reduce the demand for tutors. (Math)
21. Look at ways to ensure students understand the impact of building a schedule that includes both full and short term classes i.e. recognizing the impact of the short term load and sequence on study, assignment and exam patterns. (Math)
22. Explore alternate means of digitizing and accessing LRC resource materials. (Modern Language & Science LRCs)
23. Require and provide training for Modern Language LRC staff in uploading and managing student access to digital materials. (Modern Language & Science LRCs)
24. Explore different models for delivering tutoring and lab support including on-line access to resources, optimizing locations and hours of operation, avoiding duplication of services and addressing the evolving skill sets needed by support staff. (Modern Language & Science LRCs)
25. Explore a research study of the correlation of tutoring throughout a student's tenure at SMC and the impact on student success. (Modern Language & Science LRCs)
26. Add Purchasing to the areas the college is reviewing with regard to improving the interface with LACOE systems. (Purchasing)
27. Consider the value of engaging in a community audit to help assess the effectiveness of the various modes of communicating with the public. (Public Information)
28. Review student membership on college committees to ensure they are realistic in terms of maximizing student participation while addressing the time management needs of the students. (Student Life)
29. Support the efforts of Student Life to develop tools for assessing S/ILOs. (Student Life)

Recommendations of the Committee Based on Overarching Trends Observed
Every year certain issues emerge as concerns for more than one program. These are placed on a list of overarching issues the Program Review Committee includes in this report to DPAC and the Superintendent/President for referral to the appropriate body or planning process. Items with an asterisk ** have previously been identified by the Program Review Committee as overarching issues and continue to surface as significant concerns.

Research and Data
Most programs are hungry for both snapshot and longitudinal data that can help inform program discussion and dialogue aimed at program improvement. Access to CalPass data has been helpful to the academic programs, but does not address the demand for more specific information, meet the needs of student services or administrative programs, or provide data that links more specifically to S/ILO assessment or other measures of accountability. It is anticipated that both the BRIC TAP project and the S/ILO on-line assessment tool currently being piloted will help to address the desire for better data. The need to improve the tools and resources available to programs was included in the 2010 accreditation self study.
1. **Provide training in the use of research tools including developing and evaluating surveys, interpreting data and applying the findings to decision making, and communicating results clearly.
2. **Provide training and support for programs in the creation and use of on-line survey tools.

Technology
Web Support
It is recognized that improvements have been made to the SMC website and that the next round of improvements/upgrades will be completed soon. However, as the web has become the primary vehicle for providing information about all areas of the college, the committee will continue to note specific shared concerns until they have been addressed. Almost all programs express a desire for improved presence, functionality, and/or support for the college and departmental websites.

3. **Make additional modifications to the college website and its capabilities:
   - The search engine is not user friendly or broad enough.
   - Keywords need to be carefully identified and broadly embedded.
   - Templates need to be developed and adhered to so as to ensure some level of uniformity (look and message) that clearly identifies all links and homepages as being part of SMC.
   - Standards and support for updating department and faculty websites need to be implemented to make it easy for the user to navigate and update (the current environment has made it harder for faculty to update). A question that needs to be addressed is how the college/department ensures that information, including that on syllabi, is current.
   - A comprehensive, organized approach to presentation, navigation, and message to broaden information and functionality is needed. The site is currently heavily oriented to admissions; now other areas need to be brought into focus.
   - Navigation for updating needs to be quick and easy to do.
   - There are multiple Facebook pages associated with SMC. A means for distinguishing official pages and ensuring links are logical should be established.
   - Review the placement and size of news and events information. It is currently difficult to locate and get information about college-sponsored activities.
   - Profile college programs on the website in a rotation similar to the student stories as a marketing tool.
   - Improve the look of the SMC student portal and ensure the design is consistent with the look and feel of other on-line messages and functions.
   - Consider options for the institution to provide support/assistance for programs to maintain websites.

Technology Support & Maintenance
Technology has both changed and enhanced many operations of the college. From technology support in the classroom, to infrastructure support, to systems that enable data collection, tracking, and communication, the college community has come to expect and depend on ever increasing levels of support. Establishing priorities and funding bases for maintaining technology is a concern identified by most programs.

New technology and systems require specific skill sets and knowledge. Training for support staff who need to use new technology, but whose jobs are not primarily technology positions, and redefining job descriptions to address the ability to use and/or impart technology use information are issues that continue to surface.

4. ** Build maintenance of technology and facilities into the district budget. This includes appropriate staffing for maintenance, equipment replacement, and software upgrades.

5. **Address the increasing use of the MAC platform in general and to meet industry standards; ensure there is sufficient college technical support for this platform and the ability to manage usage. In addition to classes taught on MACs, a significant number of online students using MACs have difficulty accessing materials.
6. **Develop global approaches or templates as a more efficient way to address common program needs for technical support or tools such as external web hosting for program-based needs, program-based scheduling for services or general e-mail access to programs.
7. Ensure infrastructure, equipment, and software versions in use within a department are consistent so issues of compatibility do not hinder operations.
8. Address the need for training staff and revising or developing new job descriptions.

Budgeting, Funding & Fundraising

The following recommendations are made to aid the planning and support of budgeting, funding and fundraising and, in and of themselves, do not have a cost attached to them.

9. **Ensure strategic goals, not funding sources, are the driving force behind decision making.
10. **Consider allocating a portion of every grant toward supporting research (often a requirement for grant reporting) and other functions needed to support the administration of the grant.
11. **Develop a plan for supporting and integrating fundraising activities for all programs and areas engaged in fundraising efforts.

Curriculum

The committee acknowledges that the curriculum process is strong and comprehensive. The following recommendations are submitted for consideration to further strengthen the existing structure and process.

12. **Develop a consistent approach to the titling of software based courses. Many programs use the same software for specific discipline applications. Some programs list the software in the course title, others do not. This is often confusing for students who do not know which course will best meet their needs.
13. Plan revisions to the course numbering system, that are compatible with our current system, to address the needs of programs/disciplines which now have limited or not very logical course numbering options.
14. Add to the curriculum process both a description and the projected cost of lab/tutoring resources needed to support the new class or course revision being requested such as the library sign off now in place.

SLOs

Almost all programs have developed SLOs, with most engaging in early rounds of assessment. Academic and student services programs seem to have the best understanding of the process. The initial structure for writing and assessing SLOs was less compatible with administrative programs.

15. Recognize that Administrative Services areas need different terminology and a different structure for developing program outcomes, as well as tools for assessment.
16. Address the needs of administrative programs for guidelines and training in the development and assessment of program outcomes.

Support Services

The college has an outstanding record of providing support services. There is a clear desire for data that integrates use of support services with specific student information to enable programs and the institution to reach more informed conclusions about which services have the most impact on student success.

17. Ensure there are systems in place to track student lab use across the college that would enable the college to track time spent meeting required lab hours, as well as to correlate the access of on-line materials and general lab use to student success.
18. Explore different models for delivering tutoring and lab support including evolving skill sets needed by support staff, on-line access to resources, centralized locations, maximizing hours of operation, and minimizing duplication of service.
19. Implement a required minimum, standardized training for tutors in all subject areas. Consider multiple formats that would enable each area to add customized elements.
20. **Look at non-credit and not-for-credit programs in basic skills, ESL and short term vocational training that could potentially feed students into credit programs and ensure all avenues for encouraging students to become credit students have been considered and supported.

Marketing & Tracking Students
These recommendations surface every year from the CTE programs. While not unique to these programs, the need for this information is of particular importance for recruiting CTE students, supporting VTEA documentation, and addressing program effectiveness with regard to employment.
21. **Develop a cluster approach to marketing vocational programs aggregating like programs to maximize resources and expand the reach of the materials.
22. **Develop methods and provide support for tracking CTE program completers and non-completers to improve documentation of student success. Collaborating with the alumni task force and employing social networking tools may be an effective initial strategy.

Institutional Support
Recommendations in this category relate either to topics for professional development that do not fit neatly into the Opening and Flex Days thematic approach, or to addressing workplace conflict. In the area of professional development it may just be a matter of identifying appropriate venues and methods for providing information and training. Addressing workplace conflict is a much more difficult issue, but program dysfunction has a negative impact on student success that should not be ignored. The college as a community has made great strides in improving communication and fostering a climate of mutual respect. However, there remain pockets within programs where it appears that progress in these areas will not be made without some facilitation supported by the institution.
24. Explore support and/or facilitation that can be provided for programs experiencing issues of communication, collaboration, and collegiality.
25. Examples of topics for which there is an expressed desire for workshops include:
    - Ergonomics
    - Presentation by the Bookstore on tips for ordering text books that save students money
    - Use of data to inform program evaluation and decision making
26. Ensure there is institutional awareness and agreement on the levels of service/services that can be sustained and commit to a baseline.

Other
20. ** Provide resources for section 508 compliance and officially identify an officer to ensure the college meets federal compliance regulations.
21. Develop strategies and technology support for ensuring records across campus are updated so that, for example, when individuals leave the college, all areas of the college are notified and can take appropriate action to terminate access such as signature authority (including auxiliary accounts), ISIS access etc.

22. Explore the efficacy of and the efficiencies to be achieved by creating a student account system.
23. Storage, both of documents and of materials and supplies, is an ongoing problem for multiple programs. Explore options for document scanning and storage as well as off-site storage of items which require only intermittent access.
24. Review the current electronic interface – or lack thereof – with the LACOE systems. Evaluate options for improving efficiencies and reducing opportunities for error for all District functions either currently dependent on or which should be integrated with LACOE systems.

Activities

In addition to reviewing the self studies for the listed programs, the committee:

- Revised the multiple appendices that provide guidance to programs undergoing review
- Began planning an annual program review process
- Provided orientation for programs scheduled to undergo review in 2010-11
- Met with the S/ILO Committee and DPAC Budget Subcommittee, as well as provided regular reports to DPAC

BOARD OF TRUSTEES GOALS AND PRIORITIES
2011-2012

Goal 1—Educational Advancement and Quality
- Create a "culture of evidence" based on data. Develop an "institutional dashboard" to reflect and monitor institutional effectiveness and student progress.
- Improve student achievement with particular emphasis on addressing basic skills education. Institutionalize initiatives that are proven effective in improving student success.
- Strengthen, expand, and promote workforce/career technical programs and provide basic skills support.
- Infuse global citizenship into faculty instructional practices and student learning.

Goal 2—Community and Government Relationships and Funding Opportunities (Local/State/National)
- Foster community and government relationships and partnerships in fulfillment of SMC mission and goals.
- Develop a plan to ensure the continued success of the Emeritus College program for older adults.
- Strengthen and expand programs and partnerships that serve Santa Monica and Malibu students.
- Strengthen and expand the fundraising capacity of the SMC Foundation. Pursue and obtain federal funds as well as other grant opportunities.

Goal 3—Facilities and Sustainability
- Continue advocacy on the local, state and national level for mass transit solutions including a Santa Monica College station for Expo and continuation of the "Any Line, Any Time" program.
- Maintain progress on all SMC facilities planning and construction projects, including all campus projects and the Civic Center ECE and Malibu centers.
- Continue to adopt sustainability designs and practices for construction and maintain effective staffing for maintenance and operations of facilities.
- Expand public use of college facilities and maximize revenue-generation.

Goal 4—Internal Operations and Campus Relations
- Ensure the financial health of the College through enrollment development, budget discipline, grants, enterprise opportunities and other revenue-generating and cost-saving initiatives.
- Ensure inclusiveness in the budget development process and transparency in budget communication efforts.
- Encourage respect among all members of the campus community and promote professional development activities for all classified and academic staff and their associations, representatives, organizations and unions.
- Implement intermediate and long-term plans to increase the number of full-time faculty members and continue to move toward parity for adjunct faculty.

Goal 5—Leadership and Articulating a Vision
- Continue planning the development and implementation of a vision for the future of the college.

Reviewed and discussed by the Board of Trustees: 7/19/2011
Approved by the Board of Trustees: 8/2/2011

2011-2012 ACADEMIC SENATE OBJECTIVES

1. Address the issue of how best to prevent student cheating. Create and disseminate a document listing specific suggestions and effective methods to address the issue of cheating.

2. The role of the Instructional Support Services Committee is to advise the college concerning the long-term development and institutionalization of supplemental instruction, tutoring, and other instructional student support services.

3. Create a Professional Development Plan based on input from other committees, such as Chairs, Program Review, Ethics and Professional Responsibility, EAC and Budget.

4. Support the signing of 'The Democracy Commitment' by reviewing college programs, activities and curricular offerings to determine what is currently being done in support of students' civic learning, civic engagement and democratic practice in order to provide a baseline for any future related practices and projects.

5. Review existing curriculum and course offerings for courses and sections of courses that could be categorized as "sustainability-related" or "sustainability-focused," with the ultimate goal of qualifying SMC for an AASHE Sustainability Tracking, Assessment and Rating System (STARS) rating.

6. Establish benchmarks for student success (in anticipation of the results of SB 1143). Use these as part of the Dashboard Measures identified by the district in Institutional Effectiveness.

7.   Develop Infrastructure for the Study Abroad Program.

8. Adopt a technology plan that guides the District in meeting its technology needs.

9. Create, pilot, and evaluate an annual program review process.

10. Achieve S/ILO proficiency level.

Approved by the Academic Senate: 9/2011

Santa Monica Community College District
Career and Educational Facilities Master Plan 2010 Update
EXECUTIVE SUMMARY

INTRODUCTION

At Santa Monica College, clearly defined planning and development principles adopted by the Board of Trustees in the 1998 Facility Master Plan have kept key college, academic, and sustainability objectives on track and have served to successfully guide campus construction. All of the earthquake recovery replacement projects are now completed or in construction (science, parking structures, theatre arts, humanities, library, pool, main quad, and student services), and a number of programs have moved from the main campus to satellite locations at the Academy, Bundy, Performing Arts, and Emeritus campuses.

Planning has been ongoing at SMC, including Board-approved 5-year capital outlay plans; facility assessment surveys conducted in 2001, 2002, and 2003; projects submitted for State funding; projects approved by the voters of Santa Monica and Malibu in the bond measure elections of 2002, 2004, and 2008 (Measures U, S, and AA); and the ongoing activities of the District Planning and Advisory Council (DPAC) Facilities Sub-Committee.

The 1998 Master Plan was amended in 2002 to provide for facilities on the Bundy campus and for Parking Lot 6 on the Main Campus, in 2004 to adjust building placements on the Main Campus, and in 2007 to incorporate comprehensive planning for the Bundy Campus.

The Master Plan is a living document that provides the long range planning framework for Santa Monica College and flexibility to accommodate changes in future conditions. The Master Plan 2010 Update incorporates an understanding of SMC, incorporates current planning, projects future needs, and provides for an approach to implementation. It is an update of the 1998 Master Plan which identified the guiding principles and parameters for future development. This iteration of the Master Plan promotes sustainability and makes provisions for a superior educational environment.

In order to prepare the future leaders of this world, Santa Monica College is tasked with providing exceptional educational programs for training and education in premier facilities that support this mission. With over 160,000 assignable square feet of new educational facilities and acres of new open space planned on the various Santa Monica College campuses, it is the intent of the Career and Educational Facilities Master Plan 2010 Update to guide development so that the vision for Santa Monica College becomes a reality.

Proposed facilities providing superior learning environments for the Arts, Sciences, Humanities, Technology, and Physical Education programs are at the very heart of this vision. As educational needs change over time, flexible facilities will aid the College in adapting, allowing it to continue providing exceptional learning environments. These facilities will be havens for learning and creativity and serve as a model of sustainability. Attaining, at a minimum, a LEED Silver rating, these buildings will exemplify Santa Monica College's commitment to the environment through innovation and practice.

Equally as important, open spaces are planned to be renewed, revived and reinvented and newly created throughout the Santa Monica College campuses. These spaces will create venues where students, faculty, staff, and the neighboring community can come together to meet, learn, and play. Extending outwards and blurring the line between building and open space will create an expansive and varied educational atmosphere.

The adopted Master Plan document describes existing, present, and proposed conditions. The existing conditions section references the 1998 Master Plan and what it accomplished. Present conditions describe the current physical infrastructure, facilities, and open spaces. Finally, the proposed conditions delineate what can be achieved through the implementation of the Master Plan 2010 Update.

Flexibility is the ultimate goal in the development of the project criteria so that each project responds to current educational needs, as determined through the annual *Master Plan for Education* updates and the long-term strategic planning process that occurs every five years, technology, and trends that are paramount in creating a campus system that can continue to thrive. Just as the 1998 Master Plan outlined the development of the physical campus for the previous 10 years, the Career and Educational Facilities Master Plan 2010 Update will aid the planning and design of both future facilities and open spaces so that they best respond to Santa Monica College's mission and guiding principles.

KEY OBJECTIVES AND PURPOSES

Primary Objective. The primary objective of the Master Plan 2010 Update is to update the 1998 Master Plan goals and policies with respect to planning, acquiring, modernizing, improving, developing, and maintaining property, facilities, and equipment to provide the best possible educational environment and promote the incorporation of sustainable resources.

Purposes. The purposes of the Master Plan 2010 Update are to identify long-term planning goals for SMC facilities that will assist the District in preparing students for the jobs of the 21st century and competing in a global economy, including the teaching of math, science, technology, and arts; to identify program improvements for specific projects; and to obtain necessary project-specific approvals.

The Master Plan 2010 Update proposes the renovation, new construction, and demolition on the 41.4-acre Main Campus, the 3.5-acre Academy of Entertainment and Technology Campus, the 2.4-acre Olympic shuttle lot, and the 4.5-acre Performing Arts Campus. In addition, the Master Plan 2010 Update incorporates current facilities and planned improvements already approved by the Board of Trustees at these campuses and at the Bundy Campus, Airport Arts Campus, and Emeritus College.

The Master Plan 2010 Update provides for the orderly implementation of capital improvement projects as identified in Measure AA, a local bond measure approved by the voters of the District in November 2008; the final phase of a modernization program of new and renovated facilities on the Main Campus; the consolidation of related digital media programs in new and renovated facilities on the Academy of Entertainment and Technology Campus; the seismic repair and expansion of facilities at the Performing Arts Campus; related parking improvements; related circulation improvements; related landscaping and open space elements; general site improvements; and the long-range development planning for the Olympic Shuttle site.

SPECIFIC OBJECTIVES AND PROJECTS

SMC's specific land use and planning objectives identified for the Master Plan 2010 Update are as follows:

• To identify development opportunities to upgrade and improve SMC Campus sites with regard to improving program accessibility, land use compatibility, transportation and sustainability.

• To provide for a replacement Math and new Science wing building. The math department operates in a temporary facility that is nearing the end of its life cycle. The current facility lacks the infrastructure to support modern classroom technology. The Earth, Life, and Physical Sciences programs are operating in spaces that are too small and scattered around the campus. This inhibits the sharing of resources and incurs expensive replacement costs for laboratory teaching materials. There are insufficient science lab classrooms to offer needed course sections for the Allied Health and Nursing Program. The new building would restore to the Main Campus an instructional observatory and would provide a replacement planetarium to meet the increasing demands for course offerings and community educational programs.

• To provide for a replacement Physical Education building. The physical education department is currently operating in a 1958 building in which many of the systems are in poor condition, including the roof, the concrete floors, the restrooms, showers, exhaust systems, and electrical systems. The fire systems are not centrally monitored and the building lacks a fire sprinkler system. A replacement building would provide additional indoor physical education and fitness training, would provide equal support facilities for men and women, would provide needed facilities for the dance program, and would be available to the community during non-instructional times.

• To provide for a replacement Corsair Field stadium and ESL relocation. The 1948 Corsair Field concrete stadium structure is experiencing deterioration of the concrete and does not meet current seismic standards or current accessibility requirements. The ESL program operates in temporary buildings that are nearing the end of their life cycle.

• To provide for a central plant. A central heating and cooling system for the Main Campus would provide cost savings and energy savings.

• To upgrade and modernize the existing Drescher Hall building, to provide for further improvements along the Pico Boulevard frontage, and to provide new space for a bookstore and small-scale student-serving retail spaces. The open space associated with this improvement provides the main arrival area to campus and a transitional area from a public zone to a campus zone.

• To provide for expansion at the Academy of Entertainment & Technology Campus to bring together programs in digital arts, media, communication, journalism and broadcasting, the relocation of the College's radio station, and incorporated parking;

• To provide for program expansion at the Performing Arts Campus in music, art, public programs, and related parking, and to complete seismic repair. The East Wing of the 1933 classroom building is seismically deficient; a replacement upgrade would provide necessary additional rehearsal space for the Music Department, necessary office space for the performing arts staff and technicians, and a location for community events. An underground parking garage would support increased educational and public use of the stages and auditoriums and would increase open space. A future educational facility would meet future program needs of the music department, art department, and performing arts groups at the site.

• To provide for long-range development planning at the Olympic Shuttle site.

• To reinforce the pedestrian character of the Campuses by: supporting vibrant and walkable campuses, providing for enhanced student and faculty interaction, increasing the ease of navigation throughout each campus, and enhancing links between the open spaces and landscape on the campuses.

• To reorganize and better define bicycle routes and bicycle-related facilities on the Campuses. Specifically, to help promote the use of alternative transportation, increase the ease of use of bicycle facilities and storage, and reduce the impact on traffic on adjacent streets and neighborhoods.

• To continue to expand upon the successful sustainable practices of Santa Monica College. Specifically, to optimize functional relationships of SMC facilities and landscape, increase efficiencies in water and energy use, and to achieve LEED certification on all new facilities.

THE MASTER PLANNING PROCESS

At its March 15, 2008 retreat, the Board of Trustees provided direction to staff to plan for the construction and financing of a modernization and new construction program. In May 2008, the Board of Trustees discussed a proposed Facilities Master Plan update and means of financing, and approved a contract with Gensler, a world renowned architectural firm headquartered in Santa Monica, for the first phase of the master planning effort.

In July 2008, the Board of Trustees approved placing Measure AA, a facilities bond measure, on the November ballot.

With the passage of Measure AA, in November 2008, the Board of Trustees approved a second phase of the master planning effort, to meet with the campus community to examine programs for new buildings, moves and relocations, land use, density, open space, transportation, sustainability, and phasing. Major presentations were made to the District Planning and Advisory Council (DPAC) in December 2008, to the Board of Trustees in January 2009, to faculty and staff in March 2009, to a campus sustainability group in June 2009, and to Senior Staff in September 2009. As the College's central planning body, the District Planning and Advisory Council and its Facilities Planning Subcommittee received regular updates, provided input when requested, and made recommendations throughout the process.

In May 2009 the Board of Trustees approved a third phase of the master planning effort, to analyze access, circulation, service, delivery, bicycle routes, and storage needs, and to provide for public outreach. Two public meetings open to the community were held in late September and early October 2009, which were widely advertised through newspaper advertising and through a community-wide mailing. A third community meeting was held October 7, 2009. This meeting also served as the scoping meeting for the EIR process.

The Notice of Preparation of an EIR for the proposed Master Plan 2010 Update was circulated for a 30-day review period starting on September 24, 2009 and ending on October 26, 2009. A report on the community meetings and issues raised was provided to the Board at the November 2009 meeting. Based on a preliminary assessment of the Master Plan and the agency and public comments received, the District determined the scope of the EIR. Consistent with CEQA, the Draft EIR was circulated for a 45-day period starting on April 21, 2010 and ending on June 4, 2010. The Draft EIR was available to the public via the College's official website, copies of the Draft EIR were available for public review at SMC's administrative offices during normal business hours, and notices were published multiple times in the Santa Monica Daily Press. The District received 17 comment letters, including one form letter signed by nine individuals.

Prior to the issuance of the Final EIR, a report on the draft Master Plan was made to the Board of Trustees at the June 2010 meeting. Notices of availability of the Final EIR and responses to comments were mailed to each agency and individual that commented on the Draft EIR on July 16, 2010.

OTHER APPROVED PROJECTS AND EDUCATIONAL INITIATIVES

The environmental analysis provides for future planned improvements at four of the District's campuses. It should be noted that the proposed Master Plan also incorporates existing improvements at all the District campuses, including all previous approvals authorized by the Board of Trustees. The Board has previously approved the Student Services building now under construction on the Main Campus, and has previously approved a planned facility at the Bundy Campus to support SMC's workforce development program and Career Technical Education programs, and to provide for the advanced instruction tailored to the needs of the Westside workforce, in partnership with other agencies.

Additionally, the District has committed to two educational initiatives. One is an Early Childhood Development Lab School in partnership with the City of Santa Monica to be located at the Santa Monica Civic Center. The City of Santa Monica is the Lead Agency for this project.

The other is a possible Malibu Campus, to be located in the Malibu Civic Center. The District will conduct a future environmental analysis of this potential program and facility when the project is further defined.

Technology Objectives 2010-2011

Objective 1   Student Workstation Replacement & Cascading

Plan, evaluate, and recommend student workstation replacement to keep student computer equipment up-to-date. Due to funding, the standard base-line PC remains at GX270 (on an average of 7-year-old).   Photo, CSIS, GIS will upgrade one classroom computers in each of the department.
Contact: Steve Peterson
Budget: $101,000 – 10-11 CTE
Status: Completed

Objective 2   Campus Wide Software Needs

Track and renew maintenance agreements and annual licenses for software shared campus-wide during 10-11, including Microsoft campus agreement, antiviral, and more.

Contact: Steve Peterson
Budget: $183,100 (annualized cost) – General fund
                  $10,000   - IBG backfill
Status: Completed

Objective 3   Faculty Curriculum Development Workstation Replacement/new

Replace full-time faculty outdated workstations and shared-use computers in various adjunct faculty work areas that require upgrades and install new curriculum development workstations to support curriculum plans. Most replacement requests are addressed by cascade Dell GX520 computers. 9 new workstations were funded for newly hired faculty.

Contact: Steve Peterson
Budget: $17,800 – 08-09 IBG
Status: Completed

Objective 4   Instructional Technology for the Smart Classroom & Smart Cart Equipment

The normal replacement of aging projectors, computers, and associated devices for classroom Audio/Visual equipment based on A/V technology replacement plan were addresses in the previous year. Main expenditure for 10-11 are consumables, e.g. projector bulbs . Also, included are AAPIA project for the prototype multi-media equipment for a classroom (digital learning studio).

Contact: Al DeSalles
Budget: $17,500 IBG backfill for supplies
                   AAPIA to support cost and implementation of DLS
Status: Completed

Objective 5   Campus Wide Assistive Technology

There is miscellaneous software/equipment to be purchased throughout the year to ensure the compliance of technology accessibility requirements for disabilities.

Contact: Ellen Cutler
Budget: $6,000, 08-09 IBG
Status: Completed

Objective 6   Department Instructional Technology Needs

Departmental specific software/equipment, include miscellaneous software/equipment, and other technology accessories, e.g. Software for Arts, CSIS and GIS.
Contact: Steve Peterson
Budget: $6,600, 08-09 IBG
Status: Completed

Objective 7   Occupational Program Technology Projects funded via CTE

Technology projects funded as part of the occupational program CTE grant, include departmental required software and workstations. For detailed information, contact the CTE program coordinator.

Contact: Sandra Sanchez (instructional), Steve Peterson (technology)
Budget: See objective 1
Status: Pending

Objective 8   Campus-wide infrastructure equipment renewal – Windows Server 2008, Exchange 2010 server upgrade

Update College Windows server environment and phase out de-supported services.   Windows 2008 server and domain upgrade completed.   Exchange 2010 server upgrade is planned for summer 2011.

Contact: Dan Rojas
Budget: $10,000 – IBG backfill
Status: Windows 2008 upgrades completed.
                Exchange 2010 in progress

Objective 9   Campus-wide virtualization desktops implementation

Implement a cost-effective solution to increase the productivity of IT support staff by utilizing centralized and virtualization desktop technology. The plan will include a multi-year process to migrate the current individual workstations to a consolidated infrastructure and thin client technology.

VDI technology prototype was completed summer 2010. Certain areas can take full advantages of virtual desktop technology, such as English computerized classrooms, podium computers, library common area workstations, and Cayton computer lab.   As virtual technology evolves and funding becomes available, there are future plans to expand the VDI technology implementation to support computing needs in a broader scope.

Contact: Dan Rojas/Joshi John
Budget: $78,000 – 08-09 One-time block grant
Status: Prototype evaluation project completed.

Objective 10   Expand the functionality of WebISIS and Internet based self-services functionalities

Analyze, design, and develop further functions for student and faculty portal to expand the functionality and technological capabilities, include single sign-on, integrated WebISIS and self-serve system, and performance enhancement during peak time.

Contact: Lee Johnston

Budget: MIS development
Status: Pre-requisites enforcement for Life Science courses – Completed
                SLO data collection project – Completed
                Started the effort to consolidate technology services with SSO (Single-Sign-on)
                integration from Student Portal. – Completed
                Regent Financial Aid System implementation phase II.- Completed
                On-line attendance rosters – Hold
                International Education System implementation – Completed
                Event Scheduling/Facility Reservation system integration - Completed

**Objective 11   Plan and evaluate technology feasibility to upgrade current SMC website to
                  Sharepoint technology.**

Network Services staff were trained on administering Sharepoint 2010. The Sharepoint is
successful built on the existing virtual server environment. Content from the current CMS has
been migrated to the Sharepoint environment.   End user training and website go-live is
scheduled for summer.

Contact: Bob Dammer
Budget: Server – Existing hardware from virtual server environment
                     MS Sharepoint/SQL servers - $15,000
                Content migration to SharePoint will be largely covered by existing contract with
                Sector Point.
Status: In Progress.

**Objective 12   Work with the Facility team to implement Information Technology Data
                  Center modernization, continued from 08-09**

The capacity of Drescher Hall 306 data center has reached its physical limits.   There are plans to
build new facility with modernized, energy efficient site infrastructure and server infrastructure to
maximize the space utilization.

Contact: Jocelyn Chong
Budget: Construction infrastructure funds.
Status: In progress.
                Server virtualization project successfully minimized current demand for power
                and cooling usage in the interim when new facility is planned.
                New facility is located on the South side of main campus, adjacent to the Library.
                The new facility will create more integrated technology services, updated data
                center, and network/server infrastructure. The building plan is currently being
                developed.

**Objective 14   Streamline IT support procedures and develop technology resource
website and orientation information to facilitate the dissemination of IT policy, procedure,
and updated information to users.**

Enhance IT efficiency by developing effective web content to disseminate information.

Contact: Jocelyn Chong
Budget: Technology User Support development
Status: In progress.
                Staff/faculty technology handbook online.
                Student online support/help system (www.smc.edu/AskPico) on production.

Objective 15   MIS Server Upgrade/Replacement

Plan, evaluate, and implement the upgrade of WebISIS and self-service portals server/storage infrastructure to ensure best cost/performance, as well as replacing outdated servers that are costly to maintain.

Contact: Jocelyn Chong
Budget: Construction infrastructure fund
Status: Completed
.
Objective 16   Wireless implementation

Analyze and evaluate a road map to deploy wireless technology in logical locations campus-wide. SMC wireless deployment plan will be evaluated in parallel with campus facility plan as well as SMC mobile technology plan.

Contact: Bob Dammer
Budget: Construction Infrastructure fund
Status: In progress.   Major progress has made to improve the availability and reliability
                  on SMC Wireless LAN infrastructure. The WiFi coverage on SMC campuses
                  has doubled this year.   Detailed coverage map and student support instructions
                  are current being developed. The information will be available via askpico to
                  a new Sharepoint site.

Objective 17   Evaluate the feasibility of implement faculty Identity Management (IM) and integration of Google hosted email/apps system to enhance Cloud technology enabled learning environment.

Research and evaluate the possibility of migrating/integrating faculty with students' Google Apps environment to fully take advantage of the cloud technology. Google provides enhanced email and application functions, large mail boxes/storage to education institutions and their faculty, staff and students free of charge.

Contact: Jocelyn Chong
Budget: N/A
Status: Student IM and Google Apps are fully implemented for students. There are
                  Approx. 130,000 student accounts already issued after go-live with Google-
                  Apps for students.   Google has increased our max. # of accounts to 260,000
                  for the student.smc.edu domain.
                  A group of faculty members are working with IT to pilot Google Apps usage in
                  the classrooms to determine the feasibility to extend the service offerings.

Objective 18   Upgrade AS Computer Lab Printing Management Software

Test and implement a separate print management Papercut software service for the AS Cayton computer lab. The printing requirements in this lab differ from the campus print-for-pay system.

Contact: Joshi John
Budget: N/A – Existing hardware with virtualization implementation
                  Existing Papercut campus license (negotiated to cover multi-instances)
Status: Completed

Technology Objectives 2011-2012

Objective 1   Student Workstation Replacement & Cascading

Plan, evaluate, and recommend student workstation replacement to keep student computer equipment up-to-date. Due to funding, the standard base-line PC remains at GX270 (on an average of 9-year-old).   CSIS will upgrade one lab computers and AET will upgrade two computerized classrooms.   All replaced higher end computers will be cascaded to address English classrooms, Science labs, Art lab, and faculty/staff's computer upgrade needs.

Contact: Steve Peterson
Budget: $330,000 - TBD
Status: In progress

Objective 2   Campus Wide Software Needs

Track and renew maintenance agreements and annual licenses for software shared campus-wide during 10-11, including Microsoft campus agreement, antiviral, and more.

Contact: Steve Peterson
Budget: $185,000 – General fund
                   $650,00 – Lottery instructional fund
Status: In Progress

Objective 3   Faculty Curriculum Development Workstation Replacement/new

Replace full-time faculty outdated workstations and shared-use computers in various adjunct faculty work areas that require upgrades and install new curriculum development workstations to support curriculum plans. Dell GX520 or equivalent computers are available for faculty/staff replacement computer requests.   There are approx. 20 new computers required for new full-time faculty this year.

Contact: Steve Peterson
Budget: $30,000 – TBD
Status: Pending

Objective 4   Instructional Technology for the Smart Classroom & Smart Cart Equipment

The normal replacement of aging projectors, computers, and associated devices for classroom Audio/Visual equipment based on A/V technology replacement plan were addresses in the previous year. Main expenditure for 11-12 are consumables, e.g. projector bulbs .

Contact: Al DeSalles
Budget: $17,500 – Lottery instructional fund
Status: In Progress

Objective 5   Campus Wide Assistive Technology

There is miscellaneous software/equipment to be purchased throughout the year to ensure the compliance of technology accessibility requirements for disabilities.

Contact: Ellen Cutler
Budget: $6,000, IBG backfill
Status: In Progress

Objective 6   Department Instructional Technology Needs

Departmental specific software/equipment, include miscellaneous software/equipment, and other technology accessories, e.g. Software for CSIS and Earth Science, replacement servers for AET.
Contact: Steve Peterson
Budget: $20,000 IBG backfill
Status: In Progress

Objective 7   Occupational Program Technology Projects funded via CTE

Technology projects funded as part of the occupational program CTE grant, include departmental required software and workstations. For detailed information, contact the CTE program coordinator.

Contact: Sandra Sanchez (Instructional), Steve Peterson (Technology)
Budget: TBD
Status: Pending

Objective 8   Campus-wide infrastructure equipment renewal

Plan, evaluate, and implement the campus network core switch upgrade plan.   The updated infrastructure will enable10GB data bandwidth on core switches located in the MDF and Drescher server room.   The upgraded design also comes with necessary redundancy (high availability configuration) to maximize network uptime in meeting 7/24/365 services requirements. Also included in the project is a web request load balancer. This technology will enable College web services to handle large volume of concurrent requests without comprising the performance of page loading.

Contact: Bob Dammer/Dan Rojas
Budget: $175,000 – Construction infrastructure fund
Status: In progress

Objective 9   Campus-wide virtualization desktops implementation

VDI technology is evolving.   The limitation and restriction of current stage of the technology could be potentially costly if deployment plan is not implemented properly. IT will continue utilizing previous pilot project experiences to evaluate the expansion possibility and propose multi-year implementation plans.

Contact: Jocelyn
Budget: N/A
Status: Evaluation

Objective 10   Expand the functionality of WebISIS and Internet based self-services functionalities

Analyze, design, and develop further functions for student and faculty portal to expand the functionality and technological capabilities, include single sign-on, integrated WebISIS and self-serve system, and performance enhancement during peak time.

Contact: Lee Johnston
Budget: MIS development
Status: CTE online survey – in progress.

Online Flex-time tracking system – in progress
Further consolidate technology services with SSO (Single-Sign-on) integration
from Student Portal. – in progress
Enterprise mobile application - in progress
On-line attendance rosters – hold
e-Transcripts – in progress

Objective 11   Plan and evaluate technology feasibility to upgrade current SMC website to Sharepoint technology.

Contact: Bob Dammer
Budget: TBD
The current SMC website is utilizing a proprietary content management system that is being phased out by the vendor. The Network Services Department is currently working to implement Sharepoint as an alternative.
Status: In Progress.

Objective 12   Work with the Facility team to implement Information Technology Data Center modernization, continued from 10-11

The capacity of Drescher Hall 306 data center has reached its physical limits.   New plan will build new facility with modernized, energy efficient site infrastructure and server infrastructure to maximize the space utilization.

Contact: Jocelyn Chong
Budget: Construction infrastructure funds.
Status: In progress
                Server virtualization project successfully minimized current demand for power
                and cooling usage in the interim when new facility is planned.
                New facility is located on the South side of main campus, adjacent to the Library.
                The new facility will create more integrated technology services, updated data
                center, and network/server infrastructure. The building plan is currently being
                developed.

Objective 13   Streamline IT support procedures and develop technology resource website and orientation information to facilitate the dissemination of IT policy, procedure, and updated information to users.

Enhance IT efficiency by developing effective knowledge base to disseminate information. Student self-serve knowledge base – Askpico is addressed via in-house development.   There is a pressing need to identify a replacement of Remedy (de-supported current SMC employee technology helpdesk system).

Contact: Jocelyn Chong
Budget: TBD
Status: In progress.
                Pending

Objective 14   MIS Server Upgrade/Replacement and Disaster Recovery Project

Plan, evaluate, and implement the upgrade of WebISIS and self-service portals server/storage infrastructure to ensure best cost/performance, as well as replacing outdated servers that are costly to maintain. New servers are procured in 10-11. Services migration from the old servers

to the new ones is in progress. Migration plan is scheduled to complete in summer. The disaster recovery mechanism is scheduled to be implemented next.

Contact: Lee Johnston
Budget: N/A
Status: Procurement completed. Migration and implementation in Progress
                .

Objective 15   Evaluate the feasibility of implement faculty IM and integration of Google hosted student email/apps system to enhance Cloud technology enabled learning environment.

Research and evaluate the possibility of migrating integrate faculty with students' Google Apps environment to fully take advantage of the These companies provide enhanced email and application functions, large mail boxes to enrolled students free of charge.

Contact: Jocelyn Chong
Budget: N/A
Status: Evaluation

Objective 16   Assess SMC mobile computing direction and develop implementation plans

Evaluate the support model of enterprise mobile device usage and develop a feasible implementation plan to support the needs. In parallel, plan and implement mobile enabled SMC Portal applications to facilitate users' information access via their hand-held devices. SMC WiFi plan needs to be re-evaluated as well to ensure the solution meets the near future density demands.

Contact: Jocelyn Chong/Bob Dammer/Lee Johnston
Budget: TBD
Status: In progress

Appendix: Institutional Effectiveness Matrix

2010 Institutional Effectiveness Framework

College's Supporting Goals	*Student Input*	Environment	Performance Indicators
1) Innovative and Responsive Academic Environment	**A.** *Unduplicated Credit Student Headcount* ***Demographic*** **B.** *Student Gender* **C.** *Student Ethnicity/Race* **D.** *Student Age by Age Group* ***Student Characteristics*** **E.** *Student Residence Status* **F.** *Last High School Attended* **G.** *Student Educational Goal* **H.** *Student Credit Unit Load* **I.** *Financial Aid Recipient Status* ***Students Entering Math and English Skills*** **J.** *Percentage First-time Students Taking Math Placement* **K.** *Percentage First-time Students Taking English/ESL Placement* **L.** *First-time Students Math Placement Results* **M.** *First-time Students English Placement Results* **N.** *First-time Students ESL Placement Results* **O.** *First-time Students ESL Placement Results by Residence Status* **P.** *First-time Students and Basic Skills Status*	***Instructional Support and Tutoring Programs*** ***Student Support Centers/Services*** ***Programs and Center Use Description*** **Q.** *Number of Visits and Students Served* **R.** *Center Visitors by Gender* **S.** *Center Visitors by Ethnicity/Race* **T.** *Center Visitors by Age Group*	***Progress*** **1.1** Percent of Students Earning 30 Units Within Six Years **1.2** Term-to-Term Persistence **1.3** Progress through Basic Skills ***Course Success*** **1.4** Course Success Rates **1.5** Course Success Rates by Course Type **1.6** Course Success Rates by Mode of Instruction **1.7** Course Retention Rates **1.8** Cumulative GPAS ***Achievement*** **1.9** Progress and Achievement Rate **1.10** Career Certificates and Degrees Awarded **1.11** Time to Certificate/Degree **1.12** Transfers to Public 4-Year Institutions **1.13** Transfer Rates ***Global Citizenship*** **1.14** Study Abroad Participation **1.15** Persistence of International Students **1.16** Enrollment in Global Citizenship Courses
2) Supportive Learning Environment			***Enrollment of Historically Underrepresented Students in District*** **2.1** Percentage of District HS Graduates Enrolled at SMC **2.2** Ratio Historically Underrepresented Students in District to Historically Underrepresented Residents in District **2.3** Ratio Low-Income Students in District to Low-Income Residents in District ***Response to Community Needs*** **2.4** Enrollment in Emeritus Courses **2.5** Enrollment by Course Time Length **2.6** Enrollment in Distance Learning Courses **2.7** Enrollment in Transferable Courses **2.8** Enrollment in Basic Skills Courses **2.9** Count of Dual-Enrolled Students **2.10** Enrollment in Non-Credit ESL Courses **2.11** Enrollment in Intensive English Program (IEP) Courses ***Student Equity*** **2.12** Fall-to-Fall Persistence by Ethnicity/Race **2.13** Fall-to-Fall Persistence by Gender **2.14** Course Success Rates by Ethnicity/Race **2.15** Course Success Rates by Gender **2.16** Certificates/Degrees Awarded by Ethnicity/Race **2.17** Certificates/Degrees Awarded by Gender **2.18** Transfers to UC/CSUs by Ethnicity/Race **2.19** Transfer Rates by Ethnicity/Race **2.20** Transfer Rates by Gender

College's Supporting Goals	Background	Performance Indicators
3) **Supportive Collegial Environment**	*U. Employees by Job Classification* *V. Employees by Gender* *W. Employees by Ethnicity/Race* *X. Employees by Age Group* *Y. Years of Service*	3.1 Ethnicity/Race Comparison, Employees vs. Students
4) **Stable Fiscal Environment**	*Description of Current Economic State in Education*	4.1 Percentage of Total Expenditures Spent on Salaries and Benefits 4.2 College-wide Load 4.3 Ratio of Fund Balance to Total Expenditures 4.4 Federal, State, and Local Grants & Restricted Programs Revenue 4.5 Compliance with the 50 Percent Law
5) **Sustainable Physical Environment**	*Description of Sustainable Practices*	5.1 Total Waste Tonnage Disposal 5.2 Annual Employee and Student Per Capita Waste Disposal

Santa Monica Community College District

DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)
SUMMARY OF ACTIONS
2010-2011

During 2010-2011, DPAC and its planning subcommittees reviewed, discussed and considered many topics related to the Mission, Vision and Goals/Supporting Goals, the Board of Trustees Goals and Priorities, Strategic Initiatives, and Student/Institutional Learning Outcomes.

Following is a summary of 16 recommendations approved by DPAC during 2010-2011 grouped by its relationship to the Mission, Vision and Goals – Supporting Goals.

Goal 1   Innovative and Responsive Academic Environment
Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

#97-A   Approval of the draft of the final Master Plan for Education 2010-2011 Update ....September 22, 2010

Goal 2 Supportive Learning Environment
Provide access to comprehensive student learning resources such as library, tutoring and technology.
Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid.

Goal 3 Stable Fiscal Environment
Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources

#96-A   Consensus that DPAC received and discussed the motion passed by
the Budget Planning Subcommittee...August 25, 2010

#99-A   Approval of seven revenue and cost savings recommendations approved by
the Budget Planning Subcommittee..December 8, 2010

#100-C   Consensus that DPAC affirms the College's current budgeting practice of
recognizing one-time monies at the time the amount can be reasonable
projected ....January 26, 2011

#101-C   Consensus that DPAC acknowledge the recommendation of the Budget
Planning Subcommittee to accept and affirm the second quarter Unrestricted
General Fund Report...January 26, 2011

Santa Monica College

District Planning and Advisory Council (DPAC)

- Board of Trustees
- Superintendent/President
- District Planning and Advisory Council (DPAC)

DPAC Planning Subcommittees

- Budget
- College Services
- Facilities
- Human Resources
- Technology

Academic Senate Joint Committee Resource Liaisons to DPAC

- Curriculum
- Program Review
- Student Affairs
- Institutional Effectiveness
- Chair of Department Chairs