



**SANTA MONICA COMMUNITY COLLEGE DISTRICT
MASTER PLAN FOR EDUCATION
2012-2013 UPDATE**

2012-2013 INSTITUTIONAL OBJECTIVES

RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

Santa Monica Community College District
MASTER PLAN FOR EDUCATION
2012-2013 UPDATE
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MASTER PLAN FOR EDUCATION, 2012-2013

INTRODUCTION AND STRATEGIC PLANNING SUMMARY

Santa Monica College adopted its first formal *Master Plan for Education* in 1997, 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, evaluation of the institutional planning process, and identification of long-term strategic initiatives to inform the annual identification of institutional objectives. The results of the College's 2011-2012 long-term strategic planning process are incorporated into this 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 became the central focus of institutional goals. In its 2011 review of the Vision, Mission and Goals statements, the Strategic Planning Task Force recommended minor revisions which were subsequently approved by DPAC, the Superintendent/President, and the Board of Trustees (at its April 3, 2012 meeting).

Four strategic initiatives—Basic Skills, Global Citizenship, Sustainable Campus, and Career Technical (Vocational) Education—were identified in the previous strategic planning effort to focus college planning from 2007 through 2012. From 2006-2007 through 2011-2012, the College completed 58 institutional objectives (out of a total of 163) related to these four strategic initiatives. In addition to driving the allocation of District general fund resources, the initiatives have been the basis for several successful federal, state, and local grant applications—U.S. Department of Education Title V Math/English Cooperative Grant (Basic Skills), U.S. Department of Education FIPSE Center of Excellence for Veteran Student Success Grant (Basic Skills), U.S. Department of Education Asian American and Native American Pacific Islander Serving Institutions Program (Basic Skills), U.S. Department of Education Science, Technology, Engineering and Mathematics [STEM] Grant (Basic Skills), U.S. Department of Education TRIO Student Support Services Grant (Basic Skills), City of Santa Monica Pico Promise Grant (Basic Skills), two SB 70 Career Technical Education Community collaboratives (Career Technical Education, Sustainable Campus), U.S. Department of Labor Community Based Job Training Grant (Sustainable Campus, Career Technical Education), LAUP [Los Angeles Universal Preschool] Early Start Pathway (Career Technical Education), Chancellor's Office Enrollment Growth for ADN to RN Programs (Career Technical Education), Chancellor's Office ADN to RN Collaborative (Career Technical Education), U.S. Department of Education Title V Developing Hispanic Serving Institutions Grant (Basic Skills, Career Technical Education), and U.S. Department of Education Title VI-A Undergraduate International Studies and Foreign Language Grant (Global Citizenship). Additionally, three new instructional programs—Photovoltaic Installation, Recycling and Resource Management, and Medical Laboratory Technician—were developed as a direct result of these strategic initiatives. Each year, the Board of Trustees has reviewed and discussed progress reports on all four strategic initiatives.

The institutional planning process is coordinated by the District Planning and Advisory Council (DPAC), the College's primary planning body. A DPAC task force leads the long-term strategic planning process every five years, and the Council itself is responsible for the annual *Master Plan for Education* updates. Both the annual update process and the resulting document have undergone major revisions over the last five years in order 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.

In preparation for formulating new institutional objectives each year, DPAC reviews a number of major planning documents, including, but not limited to:

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

In order to make the *Master Plan for Education* Annual Update a more complete and useful reference, the pertinent documents are included (at least in summary form) as Addenda each year. Central to the discussion is always the Program Review Annual Report. In addition to preparing an executive summary of its findings for each program, the Academic Senate Joint Program Review Committee submits to DPAC an annual report that contains a list of “overarching issues” as well as a summary of the recommendations for each program reviewed that year. All of these recommendations and “overarching issues” are discussed, and several of the new institutional objectives each year are derived from them. Those that do not rise to the level of becoming institutional objectives are assigned to relevant planning committees or subcommittees. Also considered in the development of institutional objectives are objectives proposed by the constituent groups represented on DPAC and the recommendations of the college vice presidents based upon consultation with appropriate faculty and staff within their divisions. DPAC then refines the list of proposed objectives, with a particular emphasis upon limiting the number of objectives to those that are truly institutional in scope, measurable, and focused upon specific outcomes.

Beginning with the 2010-2011 update, DPAC has documented its evaluation of the responses to the prior year’s institutional objectives, categorizing each as Completed, Substantially Completed, Addressed, or Not Addressed. As part of the long-term strategic planning process, the Strategic Planning Task Force also applied this evaluation tool to the prior three years in order to measure progress and note any changes that may have occurred. From 2006-2007 through 2011-2012, there were 163 institutional objectives. Of these, 119 (73%) were categorized as either Completed or Substantially Completed at the end of the year; 39 (24%) were categorized as Addressed; and only 5 (3%) were categorized as Not Addressed. Most of those in the last two categories were completed in subsequent years. However, a few were never completed because they were determined to be no longer relevant.

In addition to quantifying these completion results, DPAC also reviewed the quality of the institutional objectives in terms of scope (truly institutional or more operational in nature), measurability, and number. This review resulted in significant changes in the institutional objectives for the last three years. They now tend to be fewer in number (14 in both 2009-2010 and 2010-2011; 11 in 2011-2012) as compared to 52 in 2008-2009, more institutional in scope, phased so that they can be accomplished in one year, and more measurable. This has resulted in higher completion rates (79% either Completed or Substantially Completed in both 2009-2010 and 2010-2011; 82% in 2011-2012). The relationship between the annual institutional objectives and the budget has also grown stronger. Two of the 2011-2012 institutional objectives were responsible for over \$1 million in general fund budget allocations for four targeted areas—supplemental instruction, information technology, instructional equipment, and facilities maintenance.

As stated previously, the program review process is central to the development of the annual institutional objectives. In existence since the mid-1980s, SMC’s program review process is mature, effective, and respected. All college programs—academic, instructional and student support services, and administrative services—are reviewed every six years on a rotating cycle by the Academic Senate Joint Program Review Committee. The review is based upon data-driven self-studies submitted by each program. The Committee is currently implementing an online annual update process for all programs. This promises to enhance the overall planning process by ensuring consideration of the most current information from all college programs.

Two recently developed processes—the ISIS cataloging system for student learning and unit outcomes and the Institutional Effectiveness Report and Dashboard—are also becoming integral to overall institutional planning. Currently, assessment data for student learning outcomes for all courses are recorded in ISIS (the College’s student services and administrative computing system) and mapped to institutional learning outcomes. Similar portals are being developed to store student and instructional services outcomes and administrative unit outcomes. Having these outcomes housed in the College’s enterprise system will facilitate useful reports based upon student and institutional characteristics. From the annual Institutional Effectiveness Report, a “dashboard”—based upon seven key indicators related to Basic Skills, Career Technical Education, Transfer, Distance Education, and Student Equity—has been developed specifically to inform institutional planning.

The current accreditation standards are focused upon integrated institutional planning, program review, and assessment of learning outcomes. Based upon its institutional self-study and the comprehensive visit of an accrediting team in March 2010, Santa Monica College’s accreditation was reaffirmed through 2016. In April 2011, SMC was one of two model colleges selected to present its program review and integrated planning processes at an ACCJC (Accrediting Commission for Community and Junior Colleges) regional workshop in northern California and has been invited to give a similar presentation in southern California in October 2012. The College was also the recipient of a 2011 POWER Award from the Research and Planning Group for California Community Colleges for “Outstanding General Education Outcomes Assessment.”

In addition to the quantitative analysis of the College’s performance in implementing the four strategic initiatives, the Strategic Planning Task Force also considered qualitative evidence, including the annual reports to the Board of Trustees on the four initiatives and the supporting data and documentation. In the judgment of the task force, the College has been enormously successful in implementing the four initiatives, and there is abundant evidence that they have truly been institutionalized. However, task force members expressed concern that, since these four initiatives have become part of the fabric of the institution, and, in fact, two of them—Basic Skills and Career Technical Education—are part of the mission of SMC and all California community colleges, it should not appear that they are in any way being “abandoned” to make way for the new 2012-2017 strategic initiatives. Therefore, it was agreed that the task force would recommend to DPAC that the four 2006-2011 institutional objectives continue to be “tracked” in the annual *Master Plan for Education* update process of developing and evaluating institutional objectives. This was subsequently approved by DPAC.

Upon completion of the review of the Vision, Mission and Goals statements and the evaluation of the institutional planning process, the DPAC Strategic Planning Task Force engaged in animated discussions of various ideas for new institutional objectives to guide institutional planning from 2012-2017. The group ultimately recommended the following two initiatives, which have subsequently been approved by DPAC and the Superintendent/President:

GRIT (Growth/Resilience/Integrity/Tenacity)—to enhance student success and enrich the college community by focusing attention on non-cognitive attributes like grit, perseverance, dedication, integrity, thoughtfulness, and engagement

I³ (Institutional Imagination Initiative)—to envisage a future for the SMC community that—through responsive engagement and increased connection between and among all segments of the SMC community—focuses on fostering, nurturing, and valuing imagination, creativity, and innovation. This initiative will include the exploration of intriguing new pedagogical and structural models and the role of technology to guide the process of preparing students for accelerating change, careers that are yet to exist, and access to educational opportunity

Four of the eleven institutional objectives in this 2012-2013 *Master Plan for Education* annual update are based upon these two new strategic initiatives.

Santa Monica Community College District
 Five-Year Study of Institutional Objectives
 Mapped to Strategic Initiatives
 and Level of Completion

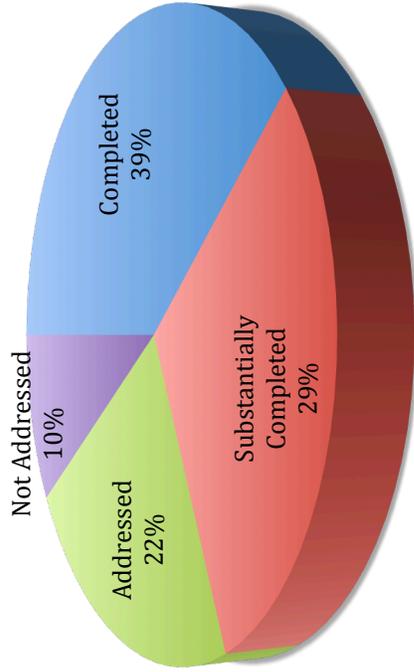
	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2006-2007 <i>(Strategic Initiatives were not yet determined)</i>								
1. To initiate a strategic planning process that will focus on the development of a shared vision for the College's future to enable a clearer articulation of its mission and goals and to drive planning activities that are directly linked to resource allocation.					✓			
2. To develop and implement an enrollment development plan, with the full involvement of all campus constituencies.						✓		
3. To develop and implement revenue and expenditure plans that will reduce over time the College's structural operating deficit and its reliance on FTES "borrowing"?						✓		
4. To implement the District Planning and Advisory Council's recommendation to redesign and improve the College's website.					✓			
5. To disseminate, evaluate, and discuss the recently completed environmental scan for vocational programs and develop recommendations for the Superintendent/President of the establishment of new vocational programs and the enhancement of existing ones.				✓	✓			
6. To strengthen infrastructure and accuracy of the ISIS catalog through review of data and technological improvements.					✓			
7. To enhance student access through new and expanded non-credit course offerings.	✓				✓			

	Strategic Initiatives				Completion Status				
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed	
INSTITUTIONAL OBJECTIVES 2006-2007 <i>(Strategic Initiatives were not yet determined)</i>									
8. To explore enrollment development opportunities through expanded use of alternative delivery methods, such as Distance Education and Dual Enrollment.					✓				
9. To use point-of-cost service surveys to measure student learning outcomes for all student services areas.						✓			
10. To begin assessment of the student learning outcomes established for the student support areas of the College.						✓			
11. To develop a prospect tracking database to monitor and analyze activities designed to attract students and to evaluate their effectiveness and efficiency in achieving targets for enrolling and student participation					✓				
12. To communicate the importance of student equity issues across all campus constituencies.	✓						✓		
13. To establish an implementation timeline for changing the minimum Associate in Arts degree requirement in English to a college-level English course, as mandated by the recent change in Title 5 regulations.					✓				
14. To increase the number of full-time faculty members at the College to make progress towards the AB 1725 goal of a 75%/25% full time/part time ratio.							✓		
15. To develop and implement and improved system of information sharing that keeps all constituency groups of the College informed about fiscal matters, on a timely basis, through the Budget Planning Committee and the District Planning and Advisory Council.							✓		
16. To develop and implement a more precise and accurate budgetary reporting system that reduces the variances between projected revenues and expenditures during the fiscal year and actual ending revenues and expenditures.							✓		

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2006-2007 <i>(Strategic Initiatives were not yet determined)</i>								
17. To develop and implement a more extensive orientation process for newly hired classified employees.								✓
18. To complete review of health benefit options (including those for retirees) by the Health Benefits Committee and make a final recommendation on the options(s) that provide the most comprehensive benefits at a reasonable cost.					✓			
19. To facilitate District implementation of the Hay Classification Study.							✓	
20. To develop and implement a diversity hiring plan based upon the model plan provided by the Chancellor's Office.							✓	
21. To conduct an assessment of classified staffing needs, taking into account current vacancies, increased demand on current staff, new campus facilities coming on line, and anticipated retirements in order to make recommendations for adequate staffing levels.								✓
22. To consider establishment of an employee "ombuds" office to provide conciliation, mediation, and confidential "listening ear" services for faculty and staff.								✓
23. To research, evaluate, and develop a feasible plan and technical road map to migrate existing college departmental data files into a centralized internet-accessible storage location.					✓			
24. To research evaluate, and develop a college directory structure to consolidate multiple accounts/logins into one centralized repository.							✓	
25. To evaluate the existing college server farm infrastructure; study Blade physical servers, virtual servers, and other new technologies; and develop plans to migrate the current segmented per-server per-function approach to a more consolidated and higher availability environment.			✓		✓			
26. To research, evaluate and plan for a campus network backbone infrastructure migration, with a goal of enhancing the bandwidth and capacity for the internal college network and the College's internet through-put.							✓	

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES								
2006-2007								
<i>(Strategic Initiatives were not yet determined)</i>								
27. To establish an Internal Review Board to oversee human subjects research at Santa Monica College, thus maintaining compliance with federal grant requirements.							✓	
28. To develop written procedures for effective grant development and management, including fiscal procedures, purchasing processes, and reporting compliance.							✓	
29. To complete the online work order system.						✓		
30. To develop campus directional signage on all campuses to facilitate navigation of facilities by students staff and visitors.							✓	
31. To replace existing energy management systems (generators) and heating systems (boilers) to address new AQMD requirements.			✓		✓			
TOTALS								
31 Institutional Objectives								
	2	0	2	1	12	9	7	3

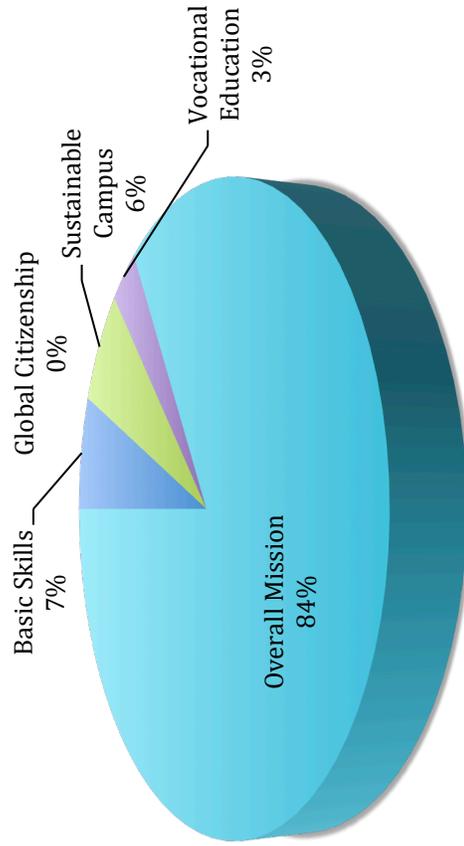
Institutional Objectives, 2006-2007 Level of Completion



31 Institutional Objectives

- 12 Completed
- 9 Substantially Completed
- 7 Addressed
- 3 Not Addressed

Institutional Objectives, 2006-2007 Related to Overall Mission and Strategic Initiatives*



31 Institutional Objectives

- 2 Basic Skills
- 0 Global Citizenship
- 2 Sustainable Campus
- 1 Vocational Education
- 26 Overall SMCCD Mission

**The Strategic Initiatives had not yet been determined*

Santa Monica Community College District
 Five-Year Study of Institutional Objectives
 Mapped to Strategic Initiatives
 and Level of Completion

INSTITUTIONAL OBJECTIVES 2007-2008	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
1. To develop three to five strategic initiatives and action plans.					✓			
2. To review the College's Vision, Mission, and Goals statements and revise them as needed.					✓			
3. To develop institutional learning outcomes and incorporate them into the revision of the College's Vision, Mission, and Goals statements					✓			
4. Begin planning for the 2010 accreditation self-study process.					✓			
5. To develop and implement a revenue and expenditure plan that will address the loss of base revenue that will result from the "payback" of borrowed FTES in 2008-2009.					✓			
6. To develop institutional research priorities in concert with all areas of the College.						✓		
7. To further develop noncredit curriculum and implement a timeline for the implementation of the CAHSEE (California High School Exit Exam) Grant work plans	✓				✓			
8. To complete the district plan and timelines for implementing the Basic Skills Initiative.	✓				✓			
9. To explore new enrollment development opportunities through expanded use of satellite facilities, new or expanded occupational programs, and increased use of multiple short-term modules.	✓		✓	✓	✓			
10. To develop and implement a comprehensive student communication plan designed to optimize student enrollment and retention.						✓		

INSTITUTIONAL OBJECTIVES 2007-2008

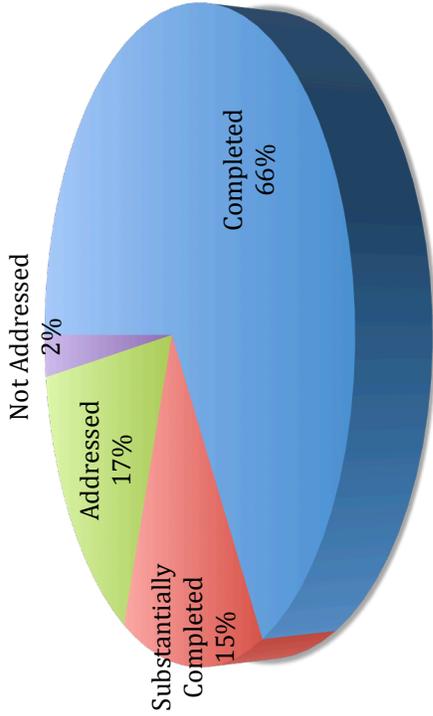
	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
11. To develop and implement a comprehensive, online student early alert program (PASS—Preliminary Assessment of Student Success) to identify and assist students who are at risk academically and return them to successful standing by providing essential follow-up activities.	✓				✓			
12. To augment and improve assessment/placement testing modes of delivery to accommodate student testing at off-campus locations.					✓			
13. To increase the number of full-time faculty members at the College to make progress towards the AB 1725 goal of a 75%/25% full-time/part-time ratio.					✓			
14. To gather further data to inform discussions of expansion or addition of vocational programs beyond those currently being planned.				✓	✓			
15. To complete the development of student learning outcomes for each student services area, assess these outcomes, and implement change based upon the assessment results.					✓			
16. To gather further data on the retention, persistence, and success of SMC students and to implement new strategies to improve these numbers.	✓						✓	
17. To formulate a Title V Institutional Grant Advisory Board that will review the progress of the current grant effort and recommend a direction for the next Title V Institutional grant.	✓			✓			✓	
18. To increase services for distance education and online counseling.					✓			
19. To establish a plan to “reframe” the current Liberal Arts—Transfer Associate in Arts Degree as mandated by the recent change in Title 5 regulations.					✓			
20. To support the development of a new Associate in Arts degree requirement in “Global Citizenship,” as developed by the Curriculum Subcommittee of the Global Education Task Force.		✓	✓		✓			

INSTITUTIONAL OBJECTIVES 2007-2008

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
21. To develop and implement an improved system for procurement and payment that reduces delay times in ordering and payment and relies more on technology/electronic records instead of the traditional paper records.							✓	
22. To develop and implement a system that increases the availability of budgetary records to all cost centers so that departments can make budgetary decisions based on the latest information.						✓		
23. To develop and implement for all Fiscal Services departments websites that will have online forms, policy and procedure manuals, and up-to-date information.								✓
24. To review Human Resources Board Policies and Administrative Regulations for currency and relevancy and establish an update schedule in consultation with the Academic Senate Joint Personnel Policies Committee and other relevant participatory governance bodies							✓	
25. To improve the customer service of the Human Resources Office. (Human Resources)					✓			
26. To improve the operating systems used within the Office of Human Resources and the Personnel Commission.					✓			
27. To develop and implement a more extensive orientation process for newly hired classified employees.						✓		
28. To improve recruitment processes so that the duration between approved recruitment process and hire is significantly reduced					✓			
29. To increase end-user technology training opportunities and effective online documentation.							✓	
30. To phase in the implementation of planned projects from 2006-2007, including the campus network upgrade project, the internet bandwidth upgrade project, the central data storage system, the single sign-on project, and the server consolidation project.					✓			
31. To implement the workstation replacement plan and instructional technology initiatives to ensure equitable access to technology tools and effective access to technology resources for students, faculty, and staff.						✓		

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2007-2008								
32. To develop a process for including ongoing technology maintenance and replacement costs in budget planning whenever new technology (such as smart classroom technology in new buildings) is added anywhere in the college.							✓	
33. To expand the College's educational collaboration with the Santa Monica-Malibu Unified School District and begin development of the High School Transfer Academy and Early College High School.			✓			✓		
34. To improve communication and relationships with feeder high schools.					✓			
35. To build upon current and develop new community and government relationships at the local, state, and national levels					✓			
36. To work with Big Blue Bus, the City of Santa Monica, and other entities to implement additional bus routes and other plans for the next phase of the transportation initiative.			✓		✓			
37. To complete the feasibility study for converting college electrical systems to solar power and take the results into consideration for future planning.			✓		✓			
38. To develop projected maintenance and staffing costs for new buildings and implement a process for including these in budget planning.							✓	
39. To develop a priority list for facility planning beyond that for the Student Services Building					✓			
40. To develop a plan to address staffing needs created by bringing new facilities on line					✓			
41. To work collaboratively with professional architects to complete the planning of a new Student Services building that will reflect innovative ways to deliver services to students in a more efficient and user-friendly manner.					✓			
TOTALS	6	1	5	3	27	6	7	1
41 Institutional Objectives								

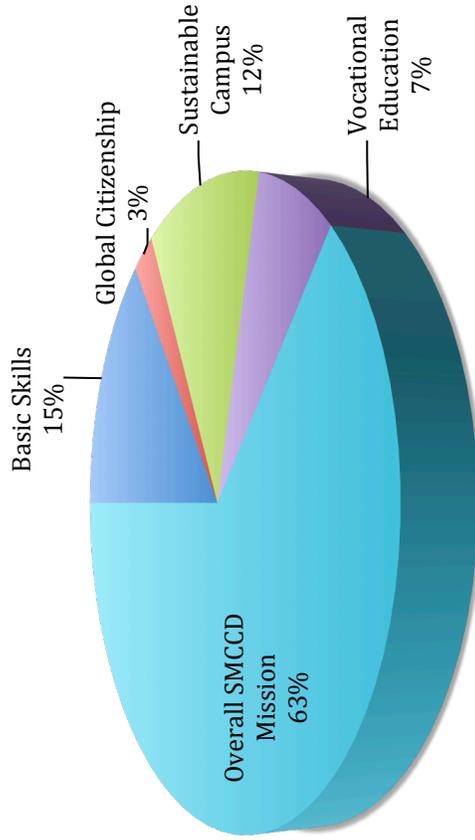
Institutional Objectives, 2007-2008 Level of Completion



41 Institutional Objectives

- 27 Completed
- 6 Substantially Completed
- 7 Addressed
- 1 Not Addressed

Institutional Objectives, 2007-2008 Related to Overall Mission and Strategic Initiatives



41 Institutional Objectives

- 6 Basic Skills
- 1 Global Citizenship
- 5 Sustainable Campus
- 3 Vocational Education
- 26 Overall SMCCD Mission

Santa Monica Community College District
 Five-Year Study of Institutional Objectives
 Mapped to Strategic Initiatives
 and Level of Completion

	Strategic Initiatives				Completion Status				
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed	
INSTITUTIONAL OBJECTIVES 2008-2009									
1. To complete the first draft of the Accreditation 2010 Institutional Self-Study to allow for an ample review period in early Fall 2009 so that input from the entire college community can be considered before finalizing and submitting the document.					✓				
2. To make progress toward filling vacant classified positions.					✓				
3. To develop a feasible disaster recovery and business continuity plan for mission critical technology services.			✓				✓		
4. To identify a strategic vision for the Grants Office that supports institutional goals and objectives and best utilizes limited resources.							✓		
5. To reframe all Associate in Arts degrees to fit within the parameters of the recent change in Title 5 regulations, highlighting the major or “area of emphasis” of at least 18 units.					✓				
6. To infuse the ideas of global citizenship throughout the curriculum and expand the number of courses that satisfy the Global Citizenship Associate in Arts Degree requirement through the Academic Senate Joint Curriculum Committee approval process.		✓			✓				
7. To expand staff development and training opportunities for Distance Education faculty.					✓				
8. To integrate course level, program level, and institutional level student learning outcomes in a systematic way in all academic departments.					✓				

INSTITUTIONAL OBJECTIVES

2008-2009

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
9. To work with the Santa Monica-Malibu Unified School District in outreach and recruitment for the second cohort of students for the Young Collegians Program and development of the Global Sustainability, Environmental Sciences and Technology small high school						✓		
10. To evaluate assessment options that provide noncredit Basic Skills and ESL students multiple paths of entry into non-credit programs including, if appropriate, a valid assessment instrument.	✓						✓	
11. To create, through faculty collaboration, better pathways between the not-for credit Intensive English Program and the credit ESL program.	✓					✓		
12. To develop Study Abroad policies and procedures, such as a procedure for the design and approval of offerings, including achievable outcomes of each offering and the reporting of those outcomes; a submission process for logistical assistance; and a process for reconciling fiscal matters.		✓				✓		
13. To develop a long-term plan to make progress toward the AB 1725 goal of a 75%/25% full-time/part-time ratio by increasing the number of full-time faculty members on an annual basis.						✓		
14. To identify workforce development needs of local industry sectors and develop new course offerings or market existing programs to them. (✓		✓		
15. To develop a wider menu of short-term course offerings that will include non-credit vocational courses and customized industry-driven training activities.				✓			✓	
16. To develop strategies for tracking vocational students after they completed or leave a program.				✓			✓	
17. To increase instructional support staff for Basic Skills and Vocational Education.	✓			✓				
18. To implement a pilot program of providing library instructional services to students at satellite sites.						✓		
19. To develop and implement the next phase of the Early Alert System to create an interface with tutoring services and the Student Affairs workshop calendar, which includes presentations on student success topics, such as selecting a major, time management, test-taking strategies, and writing the UC personal statement.							✓	
20. To institutionalize Early Alert training as part of new faculty orientation.								✓

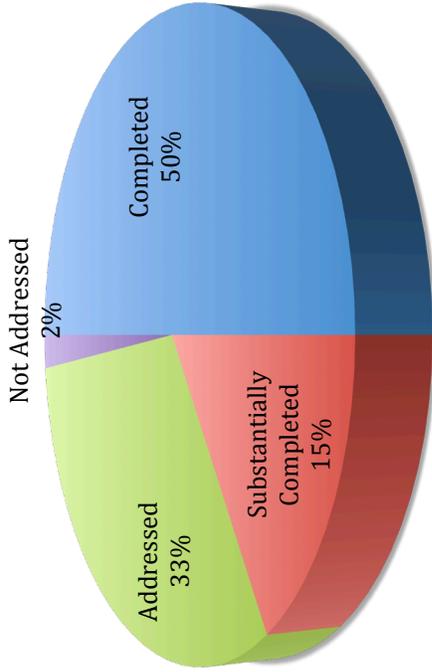
Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES</p> <p>2008-2009</p>								
21. To create a more supportive environment for prospective and new students in the admission and orientation process for international students.					✓			
22. To implement an advanced financial aid software solution that will improve the College's ability to process aid applications, to download and transmit electronic federal and state data, and to communicate with aid applicants on the status of their applications and awards.					✓			
23. To promote interaction between international and other students at the College and expand student participation in SMC Study Abroad programs.		✓			✓			
24. To provide professional development for faculty and staff in the infusion of global citizenship ideas throughout the curriculum and in promoting interaction between international and other students at the College.		✓			✓			
25. To promote and encourage a comprehensive approach to campus wellness and safety by expanding student psychological services, increasing the campus awareness of the Crisis Prevention Team, distributing a revised Emergency Preparedness Manual, and facilitating campus trainings on emergency response systems.					✓			
26. To measure the effectiveness and impact of counseling services, special programs, student activities and college athletics by working with the Institutional Research Office to analyze relevant retention, persistence, and student success data.					✓			
27. To convene a new Title V Institutional Grant Advisory Board that will review the progress of the current grant effort and recommend a direction for the next Title V Grant application to be submitted in Spring 2009.	✓				✓			
28. To expand linkages between counseling services and basic skills and vocational instructional programs.	✓				✓			
29. To encourage the development of student initiated projects that promote civic engagement and demonstrate the global impact of local politics							✓	
30. To review the organization and delivery of all tutoring services offered across the College and look for ways to expand the breadth of tutoring offered and access at all college sites.	✓						✓	

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2008-2009								
31. To eliminate the College's operating deficit over the next three years through enrollment development, budget discipline, and enterprise opportunities.						✓		
32. To establish organizational integrity and stability in the Business and Administration area by recruiting for key vacant leadership positions.					✓			
33. To 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.								✓
34. To develop projected maintenance and staffing costs for new buildings and sustainability efforts and implement a process for including these in budget planning.			✓				✓	
35. To maximize student enrollment by making the enrollment process as efficient as possible, while also focusing on student success.							✓	
36. To develop a process for including ongoing technology maintenance and replacement costs in budget planning whenever new technology (such as smart classroom technology in new buildings) is added anywhere in the College.			✓				✓	
37. To update the College's Facility Master Plan and conduct an environmental analysis regarding potential future bond projects.			✓				✓	
38. To coordinate the start of construction for a pilot solar project with associated facility energy savings projects.			✓			✓		
39. To hire permanent classified staff to support sustainability initiatives.			✓			✓		
40. To implement plans for a modernized Information Technology data center and virtualized server infrastructure to minimize energy and physical space utilization and maximize technology services.			✓			✓		
41. To work with local and state governmental agencies and the larger community in advocacy for a Santa Monica College station for the Expo light rail and develop plans to encourage student and staff use of rail and other alternate transportation modes.			✓			✓		

INSTITUTIONAL OBJECTIVES

	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
42. To coordinate and communicate transportation and parking initiatives to the entire college community.			✓		✓			
43. To develop an enhanced master calendar system for the scheduling of performances and events in all performance venues, including those at the new SMC Performing Arts Center.							✓	
44. To develop and implement for all Fiscal Services departments websites that will have online forms, policy and procedure manuals, and up-to-date information.							✓	
45. To review, revise, and complete Board Policies and Administrative Regulations in Business and Facilities (Section 6000).							✓	
46. To implement a self-service data depot that supports program review needs for faculty and staff use.							✓	
47. To reorganize the structure of the Human Resources Office to ensure that all operational functions are conducted properly and in compliance with District and legal parameters							✓	
48. To explore the use of document imaging technology as a means of improving record keeping, enabling a better tracking system for the retention and disposal of records as required by law, and making better use of the limited physical space in the Human Resources Office.					✓			
49. To prioritize a Personnel Commission review of Human Resources staff positions to ensure proper alignment for providing effective, functional, and timely support for internal and external customers.					✓			
50. To develop and implement an online application process for academic positions to streamline search efforts and to enable more timely applicant response.							✓	
51. To further develop and enhance the SMC website content management system and make use of information gathered from focus groups including students, staff, and other end-users. (✓	
52. To develop a grant development flow chart that clarifies the process for identifying, developing, applying for, and managing a grant.						✓		
TOTALS 52 Institutional Objectives	6	4	9	4	26	8	17	1

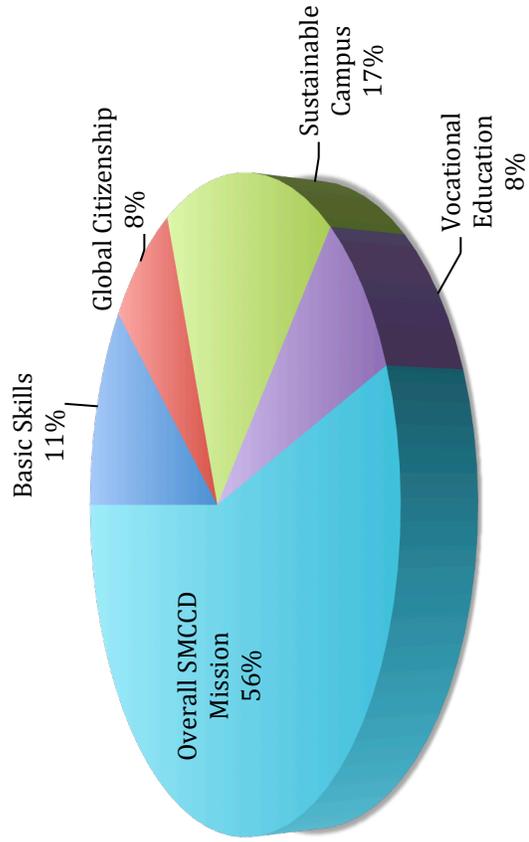
Institutional Objectives, 2008-2009 Level of Completion



52 Institutional Objectives

- 26 Completed
- 8 Substantially Completed
- 17 Addressed
- 1 Not Addressed

Institutional Objectives, 2008-2009 Related to Overall Mission and Strategic Initiatives



52 Institutional Objectives

- 6 Basic Skills
- 4 Global Citizenship
- 9 Sustainable Campus
- 4 Vocational Education
- 29 Overall SMCCCD Mission

Santa Monica Community College District

Five-Year Study of Institutional Objectives
Mapped to Strategic Initiatives
and Level of Completion

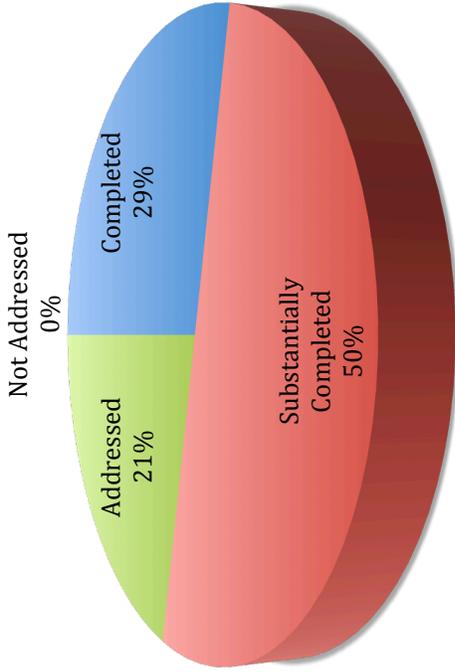
	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2009-2010								
1. Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services.	✓						✓	
2. Develop a long-term plan to make progress toward the AB 1725 goal of a 75%/25% full-time/part-time ratio by increasing the number of full-time faculty members on an annual basis.							✓	
3. Present a college-wide plan for the funding, implementation and maintenance of Career Technical programs.				✓	✓			
4. Create a mandatory online FERPA training for all staff who have access to student educational records.						✓		
5. Implement the new Asian American Pacific Islander Achievement (AAPIA) Project.		✓			✓			
6. Improve the services offered to first-year students by updating and enhancing the content and delivery of the online orientation program.						✓		

INSTITUTIONAL OBJECTIVES

2009-2010

	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
7. Develop a comprehensive two-year plan for all categorical programs (DSPPS, EOPS, CalWORKS, and Matriculation) that addresses: a. Guidelines set by the Chancellor's Office, b. Budget reductions c. Possible integration of services, and d. Review of services provided and strategic support by the general fund and other funding sources.						✓		
8. Ensure that grant applications reflect and support the College's institutional goals and strategic initiatives and include adequate support for research and other grant administration functions.					✓			
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.							✓	
10. To develop and implement a new system to centralize the coordination and processing of contracts.			✓			✓		
11. Develop a comprehensive disaster preparedness training program for all staff, faculty, and administration relative to the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS-CA).					✓			
12. Improve currency, accuracy and accessibility of the SMC website.						✓		
13. Develop collegewide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.						✓		
14. Increase understanding, interpretation and utilization of data by program staff for the purpose of program improvement.						✓		
TOTALS	1	1	1	1	4	7	3	0
14 Institutional Objectives								

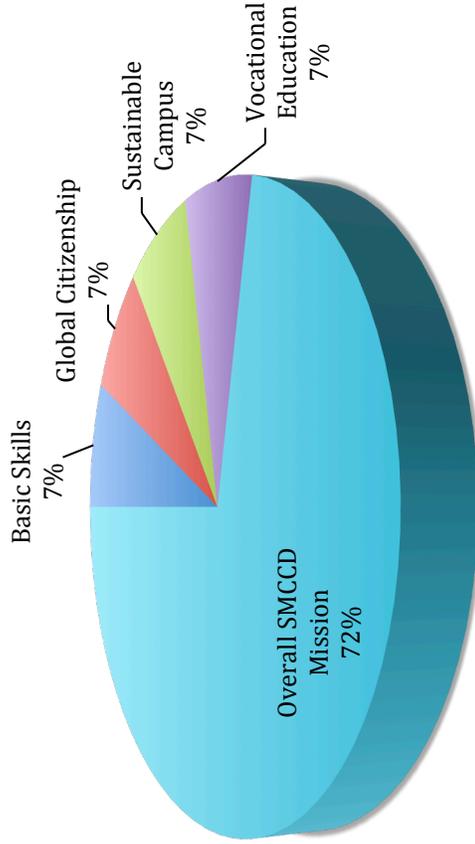
Institutional Objectives, 2009-2010 Level of Completion



14 Institutional Objectives

- 4 Completed
- 7 Substantially Completed
- 3 Addressed
- 0 Not Addressed

Institutional Objectives, 2009-2010 Related to Overall Mission and Strategic Initiatives



14 Institutional Objectives

- 1 Basic Skills
- 1 Global Citizenship
- 1 Sustainable Campus
- 1 Vocational Education
- 10 Overall SMCCD Mission

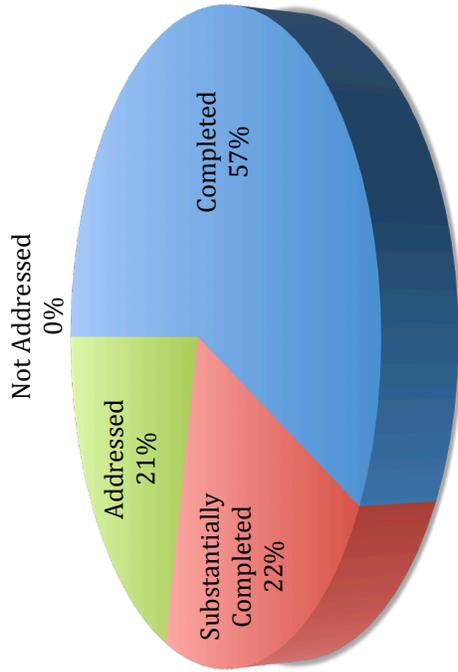
Santa Monica Community College District
 Five-Year Study of Institutional Objectives
 Mapped to Strategic Initiatives
 and Level of Completion

INSTITUTIONAL OBJECTIVES 2010-2011	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
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 <i>Master Plan for Education</i> , 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.							✓	

	Strategic Initiatives	Completion Status			
		Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2010-2011	Basic Skills Initiative				
	Global Citizenship				
	Sustainable Campus				
	Vocational Education				
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).		✓			
11. Determine the impact Basic Skills Initiative programs have had on pre-college students' basic skills course completion rates, and basic skills improvement rates. <i>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</i>	✓				
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. <i>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.</i>				✓	
13. Implement the planned upgrade of the SMC website. <i>Reference: 2009-2010 Institutional Objective #12: Improve currency, accuracy and accessibility of the SMC website.</i>		✓			

	Strategic Initiatives	Completion Status			
		Completed	Substantially Completed	Addressed	Not Addressed
<p style="text-align: center;">INSTITUTIONAL OBJECTIVES 2010-2011</p> <p>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.</p> <p><i>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.</i></p>	Basic Skills Initiative	✓			
	Global Citizenship				
	Sustainable Campus				
	Vocational Education				
	TOTALS	2	8	3	3
14 Institutional Objectives					

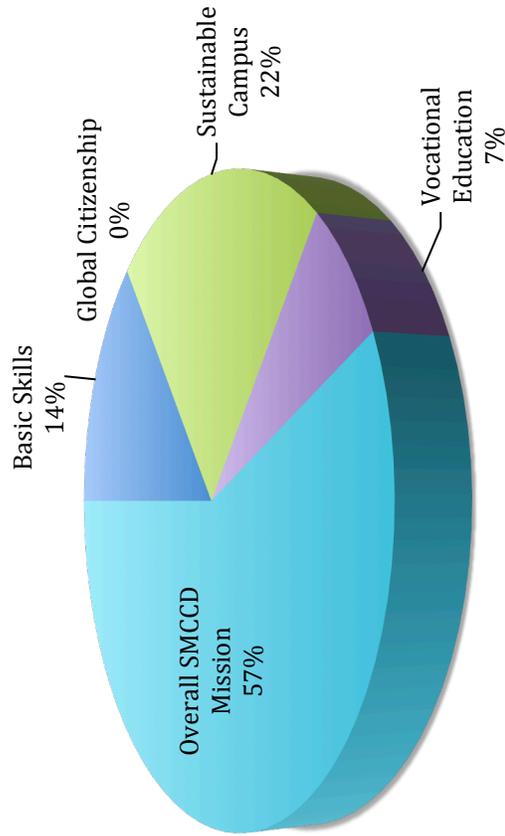
Institutional Objectives, 2010-2011 Level of Completion



14 Institutional Objectives

- 8 Completed
- 3 Substantially Completed
- 3 Addressed
- 0 Not Addressed

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

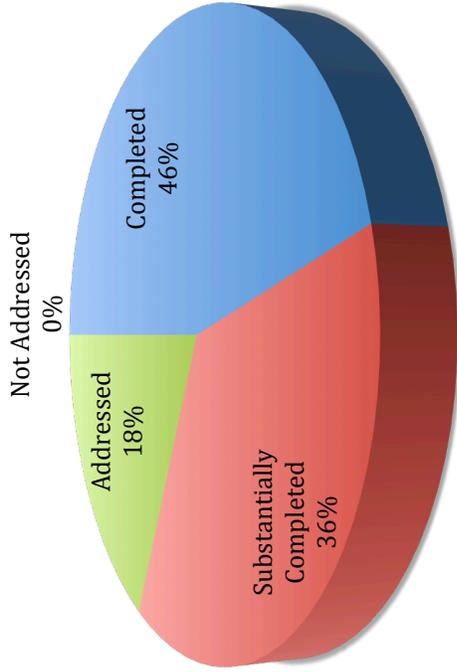
Santa Monica Community College District

Five-Year Study of Institutional Objectives
Mapped to Strategic Initiatives
and Level of Completion

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES 2011-2012</p>								
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..							✓				
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.										✓	
TOTALS 11 Institutional Objectives	2	1	2	0	0	5	4	2	0	2	0

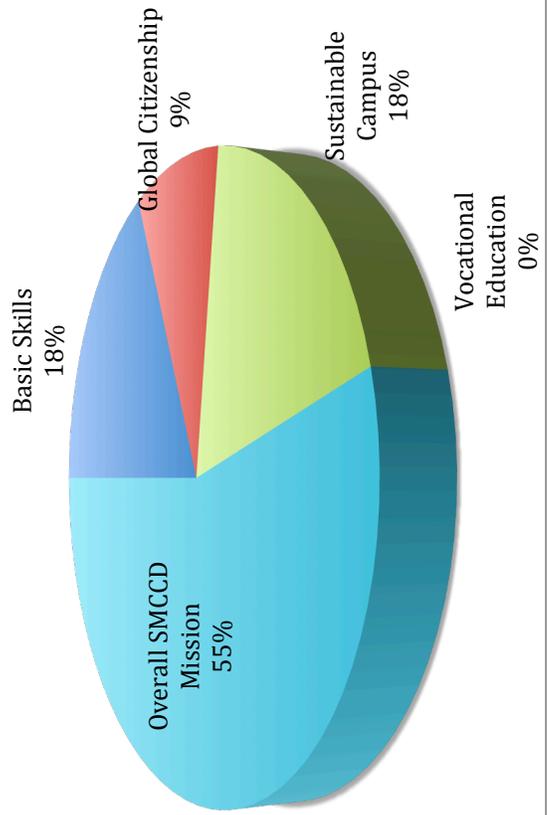
Institutional Objectives, 2011-2012 Level of Completion



11 Institutional Objectives

- 5 Completed
- 4 Substantially Completed
- 2 Addressed
- 0 Not Addressed

Institutional Objectives, 2011-2012 Related to Overall Mission and Strategic Initiatives

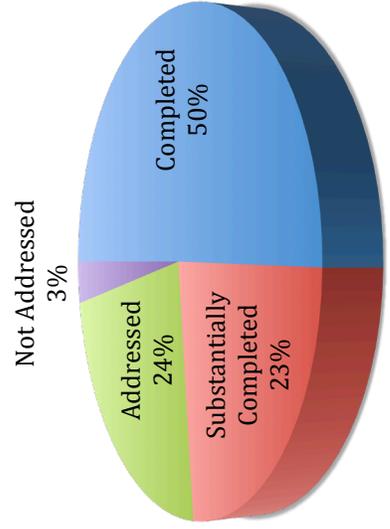


11 Institutional Objectives

- 2 Basic Skills
- 1 Global Citizenship
- 2 Sustainable Campus
- 0 Vocational Education
- 6 Overall SMCCD Mission

Overall SMC CD Mission	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2006-2007 – 2011-2012								
2006-2007 TOTALS 31 Institutional Objectives	26	2	0	2	1	12	7	3
2007-2008 TOTALS 41 Institutional Objectives	26	6	1	5	3	27	7	1
2008-2009 TOTALS 52 Institutional Objectives	29	6	4	9	4	26	17	1
2009-2010 TOTALS 14 Institutional Objectives	10	1	1	1	1	4	3	0
2010-2011 TOTALS 14 Institutional Objectives	8	2	0	3	1	8	3	0
2011-2012 TOTALS 11 Institutional Objectives	6	2	1	2	0	5	2	0
2006-2007 – 2010-2011 TOTALS 163 Institutional Objectives	106	19	7	22	10	82	39	5

**2006-2007 -- 2011-2012 Institutional Objectives
Level of Completion**





Santa Monica Community College District

Vision, Mission, and Goals

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

Vision

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

Mission

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

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

Goals

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

Institutional Learning Outcomes:

Santa Monica College students will:

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

Supporting Goals

Innovative and Responsive Academic Environment

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

Supportive Learning Environment

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

Stable Fiscal Environment

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

Sustainable Physical Environment

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

Supportive Collegial Environment

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

Approved by DPAC: 3/14/2012

Approved by Board of Trustees: 4/3/2012



Santa Monica Community College District

Master Plan for Education – Institutional Objectives, 2012-2013

Number	Proposed Institutional Objective to be Developed
#1	To identify and implement strategies to assist programs in maintaining a web and social media presence.
#2	To provide training in the assessment of outcomes and in documenting how the assessment results are used in program planning.
#3	To ensure that there are consistent student lab use tracking systems to document the required student lab hours and to provide data for studying the correlation between student achievement and use of lab resources, both in the lab and through remote access to the online materials.
#4	To identify additional strategies, based on student equity data, to improve the success and retention of Latino and African-American students, as well as students from other historically underrepresented groups.
#5	To develop planning criteria for determining the allocation of dedicated resources to specific programs and whether these resources are sustainable.
#6	To develop a plan for defining, organizing and institutionalizing the GRIT (Growth, Resilience, Integrity and Tenacity) strategic initiative. This initiative should facilitate student achievement through a College-wide focus on non-cognitive skills (e.g. integrity, perseverance, goal-setting, and help-seeking behaviors), on supplementing competencies supporting ILO #1, and on supporting students' aspirations for their futures.
#7	To develop a plan for how to assess the strategic initiative GRIT, with a focus on assessing students' acquisition of non-cognitive skills. The assessment should be tied to traditional metrics used to measure student success, e.g. grades, transfer, completion, improved academic honesty, etc. The College will run a pilot ETS study on the acquisition and assessment of students' non-cognitive skills as one mechanism to inform this plan.
#8	To develop a plan for organizing and institutionalizing a strategic initiative called I ³ (Institutional Imagination Initiative) to harness the creative power of the college community to rethink how the college can analyze and address issues through responsive engagement and facilitate continuous dialogue among the college community. The intent is to solicit and implement innovative ideas for improving and supporting student achievement.
#9	To develop and begin implementation of a plan for the SMC Teaching and Learning Center in order to expand institutional capacity to support creative efforts that generate innovative pedagogies, foster professional development, and increase student success.
Institutional Objectives – Continued from 2011-2012	
#10	To reduce the operating deficit through expenditure savings and increased revenues while maintaining, as a minimum, a 5 percent unrestricted general fund balance.
#11	To create a workgroup/subcommittee comprising representatives of the Academic Senate Joint Professional Development Committee, the CSEA Professional Development Committee, and the Management Association to prepare a college-wide plan that includes all staff development activities, including mandatory training.



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

OBJECTIVE 1 To identify and implement strategies to assist programs in maintaining a web and social media presence.	Responsible Area(s) Enrollment Development			
Map to Institutional Learning Outcomes Supporting Goals				
<input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input checked="" type="checkbox"/> <i>Goal 4: Sustainable Physical Environment</i>	<input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
Addresses the following College Priorities and Strategic Initiatives <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I ³)				
Relates to the following recommendations and objectives: <input type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations (#7) <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____				
Methods to Accomplish the Objective and Anticipated Outcomes: <ul style="list-style-type: none"> • Train departmental web publishers on using SMC’s web platform (SharePoint) • Create a plan that ensures access to training in basic SharePoint skills for faculty and staff and technical, content management and site organization support and advice to departments that need assistance building out their web presence. • Based on SMC/program needs, develop a library of SharePoint training documents and materials. • Develop and approve a social media policy that would apply to all official SMC social media channels/accounts. • Plan social media education and professional development opportunities when possible. • Set up a SMC social media “index” page that lists and links to all official SMC social media pages. • Web Content & Digital Marketing Facilitator provides technical, content management and site organization support and advice to departments that need assistance building out their web presence. 				
<i>Estimated Cost:</i> Minor materials costs for preparation of training documents and materials		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential Web Content Facilitation department budget		
<i>Budget Planning Narrative:</i> These minor materials costs are already budgeted.				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 2</p> <p>To provide training in the assessment of outcomes and in documenting how the assessment results are used in program planning.</p>	<p><i>Responsible Area(s)</i></p> <p>Enrollment Development:</p> <ul style="list-style-type: none"> • Institutional Research <p>Academic Senate:</p> <ul style="list-style-type: none"> • Institutional Effectiveness Committee • Professional Development Committee 			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input type="checkbox"/> <i>Goal 4: Sustainable Physical Environment</i>	<input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations (#10) <input checked="" type="checkbox"/> Academic Senate Objectives (#6) <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • The Office of Institutional Research will provide a workshop for programs going through program review; • The Office of Institutional Research will provide a workshop on program review and data during the Fall Flex Day; • The Office of Institutional Research will meet with programs on an ad hoc basis. <p>Anticipated outcomes: Track number of workshop participants (bullet points 1, 2) Track number of programs served on an ad hoc basis (bullet point 3)</p>				
<p><i>Estimated Cost:</i> No cost beyond staff time</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i> N/A</p>				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 3</p> <p>To ensure that there are consistent student lab use tracking systems to document the required student lab hours and to provide data for studying the correlation between student achievement and use of lab resources, both in the lab and through remote access to the online materials.</p>	<p><i>Responsible Area(s)</i></p> <p>Academic Affairs</p>			
<p>Map to Institutional Learning Outcomes Supporting Goals</p>				
<p><input type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment</p>	<p><input checked="" type="checkbox"/> Goal 2: Supportive Learning Environment</p>	<p><input type="checkbox"/> Goal 3: Stable Fiscal Environment</p>	<p><input type="checkbox"/> Goal 4: Sustainable Physical Environment</p>	<p><input type="checkbox"/> Goal 5: Supportive Collegial Environment</p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input checked="" type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input checked="" type="checkbox"/> Vocational Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations (#11) <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • Continue use of tutor tracking system and expand to additional tutoring locations to capture standardized tutor usage data. • Meet with users of tracking system to identify enhancements needed to increase usefulness of data collected and effectiveness within the labs. • Using eCompanion and Pearson lab activities, Math 31 lab resources will be available to students outside of the physical lab and data collection will be integrated into the existing ISIS lab tracking system. • Modern Language lab resources will be available to students from outside the physical lab for the first time through the purchase of Sansspace software. These lab hours will be integrated into the existing ISIS lab tracking system. <p><i>Anticipated Outcomes:</i></p> <ul style="list-style-type: none"> • Integration of online lab hours into ISIS will combine both remote use and in-lab hours into existing student and faculty reports, eliminating need for manual data entry. • Integration of remote and in-lab data will provide better audit data for collection of apportionment purposes. • Using the standardized data now being collected, Institutional Research will be able to conduct studies addressing the correlation between use of lab resources and student achievement. • Enhancements to the current tutor tracking system will increase data accuracy in increase effectiveness in the tutoring centers and resource labs. 				
<p><i>Estimated Cost:</i> Staff time; \$25,000 for purchase of Sansspace software</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i> Funding for the software purchase is provided by the Innovation Departmental grant from the SMC Foundation.</p>				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 4</p> <p>To identify additional strategies, based on student equity data, to improve the success and retention of Latino and African-American students, as well as students from other historically underrepresented groups.</p>	<p><i>Responsible Area(s)</i></p> <p>Student Affairs</p> <p>Grants: STEM/Title 5</p> <p>Institutional Research</p> <p>Academic Affairs</p> <p>Academic Senate</p> <p>Student Success Committee</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input type="checkbox"/> <i>Goal 4: Sustainable Physical Environment</i></p>	<p><input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input checked="" type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input checked="" type="checkbox"/> Vocational Education <input checked="" type="checkbox"/> GRIT <input checked="" type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations (#12) <input checked="" type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>Convene a college workgroup comprised of instructional and student affairs faculty, staff, students and managers to review the current practices and challenges as they pertain to historically underrepresented populations.</p> <p>The workgroup will engage in the following activities:</p> <ul style="list-style-type: none"> • Review the College’s student equity and retention data. • Identify barriers to student success • Use disaggregated data to develop a student success framework • Identify recommendations related to critical student services, instructional strategies and professional development activities. <p>The anticipated outcome is the development of a student success matrix that identifies professional development for faculty and staff, a student success flow chart which maps out a student’s journey at SMC, and a student success plan that incorporates both the GRIT and I³ Initiatives.</p>				
<p><i>Estimated Cost:</i> No cost beyond staff time</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i> N/A</p>				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

OBJECTIVE 5 To develop planning criteria for determining the allocation of dedicated resources to specific programs and whether these resources are sustainable.	<i>Responsible Area(s)</i> DPAC Fiscal Services Senior Staff Resource Development Group (Grants, Foundation, Workforce Development)			
Map to Institutional Learning Outcomes Supporting Goals				
<input type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input checked="" type="checkbox"/> <i>Goal 4: Sustainable Physical Environment</i>	<input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
Addresses the following College Priorities and Strategic Initiatives <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education <input type="checkbox"/> GRIT <input checked="" type="checkbox"/> Institutional Imagination (I ³)				
Relates to the following recommendations and objectives: <input type="checkbox"/> Board of Trustees Goals and Priorities <input checked="" type="checkbox"/> Program Review Recommendations (#14) <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____				
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> The DPAC Chair will meet with senior staff and with the Resource Development Group to develop a list of suggested planning criteria. The resulting list of planning criteria will be placed on a DPAC agenda for discussion, and DPAC will either take action to recommend planning criteria to the Superintendent/President at that time or refer the list to a subcommittee to be refined and/or expanded for subsequent DPAC action.				
<i>Estimated Cost:</i> None beyond regular staff time		<i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		
<i>Budget Planning Narrative:</i> N/A				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 6</p> <p>To develop a plan for defining, organizing and institutionalizing the GRIT (Growth, Resilience, Integrity and Tenacity) strategic initiative. This initiative will facilitate student achievement through a College-wide focus on non-cognitive skills (e.g. integrity, perseverance, goal-setting, and help-seeking behaviors), on supplementing competencies supporting ILO #1, and on supporting students' aspirations for their futures.</p>	<p><i>Responsible Area(s)</i></p> <p>Academic Senate • Institutional Effectiveness Committee</p> <p>Institutional Research</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input type="checkbox"/> <i>Goal 4: Sustainable Physical Environment</i>	<input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education <input checked="" type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#2) <input type="checkbox"/> Program Review Recommendations <input checked="" type="checkbox"/> Academic Senate Objectives (#8) <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>Develop a set of resources and documents to facilitate a campus-wide understanding of various components of GRIT. Organize talks, brown bags and other activities to create opportunities for professional development and critical thinking around GRIT. Expand the competencies under ILO #1 with components of GRIT. Develop a resource webpage on the SMC website for the GRIT Initiative. Pilot and evaluate an ETS student survey on non-cognitive skills. This supports the Project for Education Research That Scales (PERTS) partnership with Stanford that gives students the opportunity to participate in a 90-minute, web-based study designed to improve motivation and achievement.</p>				
<p><i>Estimated Cost:</i> No cost beyond staff time</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i> N/A</p>				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 7</p> <p>To develop a plan for how to assess the strategic initiative GRIT, with a focus on assessing students' acquisition of non-cognitive skills. The assessment will be tied to traditional metrics used to measure student success, e.g. grades, transfer, completion, improved academic honesty. The College will run a pilot ETS study on the acquisition and assessment of students' non-cognitive skills as one mechanism to inform this plan.</p>	<p><i>Responsible Area(s)</i></p> <p>Academic Senate</p> <p>Counseling/Retention</p> <p>Institutional Research</p>			
Map to Institutional Learning Outcomes Supporting Goals				
<input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input type="checkbox"/> <i>Goal 4: Sustainable Physical Environment</i>	<input type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education <input checked="" type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#2) <input type="checkbox"/> Program Review Recommendations <input checked="" type="checkbox"/> Academic Senate Objectives (#8) <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>Run and assess a pilot ETS study on the acquisition and assessment of students' non-cognitive skills. Facilitate and support the mapping of course SLOs to GRIT related competencies under ILO #1. Work with Institutional Research and the Institutional Effectiveness Committee to identify appropriate components of an assessment plan.</p>				
<p><i>Estimated Cost:</i> No cost beyond staff time</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i> Assessment instrument provided by ETS at no cost to the District</p>				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 8</p> <p>To develop a plan for organizing and institutionalizing a strategic initiative called I³ (Institutional Imagination Initiative) to harness the creative power of the college community to rethink how the college can analyze and address issues through responsive engagement and facilitate continuous dialogue among the college community. The intent is to solicit and implement innovative ideas for improving and supporting student achievement.</p>	<p><i>Responsible Area(s)</i></p> <p>DPAC</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<p><input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 4: Sustainable Physical Environment</i></p>	<p><input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i></p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education <input type="checkbox"/> GRIT <input checked="" type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#13, #19) <input type="checkbox"/> Program Review Recommendations <input checked="" type="checkbox"/> Academic Senate Objectives (#9) <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>DPAC will appoint a task force to develop through brainstorming and literature/media review a list of potential ideas/projects/initiatives that will generate innovations in the college's ability to analyze and address issues, increase responsive engagement on campus, and improve and support student achievement (in addition to the Teaching and Learning Center concept addressed in Objective 9). The task force will present the recommended list to DPAC for consideration during spring 2013.</p>				
<p><i>Estimated Cost:</i> None beyond staff time</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i> N/A</p>				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 9</p> <p>To develop and begin implementation of a plan for the SMC Teaching and Learning Center in order to expand institutional capacity to support creative efforts that generate innovative pedagogies, foster professional development, and increase student success.</p>	<p><i>Responsible Area(s)</i></p> <p>Academic Senate Title V Grant STEM Grant</p>			
<p><i>Map to Institutional Learning Outcomes Supporting Goals</i></p>				
<input checked="" type="checkbox"/> <i>Goal 1: Innovative and Responsive Academic Environment</i>	<input checked="" type="checkbox"/> <i>Goal 2: Supportive Learning Environment</i>	<input type="checkbox"/> <i>Goal 3: Stable Fiscal Environment</i>	<input type="checkbox"/> <i>Goal 4: Sustainable Physical Environment</i>	<input checked="" type="checkbox"/> <i>Goal 5: Supportive Collegial Environment</i>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education <input type="checkbox"/> GRIT <input checked="" type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#2, #6) <input checked="" type="checkbox"/> Program Review Recommendations <input checked="" type="checkbox"/> Academic Senate Objectives (#9, #10) <input type="checkbox"/> Other (please indicate) _____ </p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>Convene a steering committee for the Teaching and Learning Center; select faculty leaders, a manager, and assign clerical support; identify services needed for the center; develop a professional development plan and a timeline; develop a physical plan to use the assigned space for the center.</p>				
<p><i>Estimated Cost:</i> Planning costs to be determined</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i> Project is funded by the Title V Grant.</p>				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 10</p> <p>To reduce the operating deficit through expenditure savings and increased revenues while maintaining, as a minimum, a 5 percent unrestricted general fund balance.</p>	<p><i>Responsible Area(s)</i></p> <p>Business/Administration</p> <p>DPAC</p> <ul style="list-style-type: none"> • Budget Planning Subcommittee 			
<p>Map to Institutional Learning Outcomes Supporting Goals</p>				
<p><input type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment</p>	<p><input type="checkbox"/> Goal 2: Supportive Learning Environment</p>	<p><input checked="" type="checkbox"/> Goal 3: Stable Fiscal Environment</p>	<p><input type="checkbox"/> Goal 4: Sustainable Physical Environment</p>	<p><input type="checkbox"/> Goal 5: Supportive Collegial Environment</p>
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#7, #8, #9, #10, #11, #12) <input type="checkbox"/> Program Review Recommendations <input type="checkbox"/> Academic Senate Objectives <input type="checkbox"/> Other (please indicate) _____ </p> <p>Continued from 2011-2012</p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>If Proposition 30 does not pass in November, the DPAC Budget Planning Subcommittee will review the recommended budget adjustments to address the “trigger cuts.” The College will consider and/or implement the DPAC savings and revenue ideas which were accepted by the Superintendent/President. Fiscal Services will update the College’s financial status on a quarterly basis using the 311Q, which is required by the State Chancellor’s Office. Budget development for fiscal year 2013-14 begins after the Governor announces his initial budget proposal in January 2013.</p>				
<p><i>Estimated Cost:</i> None beyond staff time</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>		
<p><i>Budget Planning Narrative:</i></p> <p>Santa Monica College has developed the 2012-2013 Adopted Budget during a time of state funding reductions that are unprecedented, and the College faces significant additional reductions if the Governor’s tax initiative (Proposition 30) does not pass in November. In 2011-2012, the College’s budget continued to honor the Board’s Budget Principles by maintaining full employment of permanent employees and by prioritizing student access in serving almost 1000 full-time equivalent students beyond the number funded by the State. Despite ending 2011-2012 with an operating deficit of \$8.84 million, the College has managed to develop an Adopted Budget that reduces the operating deficit to \$4 million and still does not negatively impact permanent employees. Given the cumulative state revenue reductions over the past several years, this is a truly impressive accomplishment for the entire college community. While recommending this highly optimistic Adopted Budget that assumes passage of Proposition 30, the District continues to act responsibly by simultaneously planning how to deal with the devastating mid-year reductions it will suffer if Proposition 30 fails. The magnitude of these mid-year reductions is such that the College would need to permanently restructure its operations and would no longer be able to avoid impacting permanent employment.</p>				



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
2012-2013 INSTITUTIONAL OBJECTIVES

<p>OBJECTIVE 11</p> <p>To create a workgroup/subcommittee comprising representatives of the Academic Senate Joint Professional Development Committee, the Classified Professional Development Committee, SMC Police Officers Association and the Management Association to prepare a college-wide plan that includes all staff development activities, including mandatory training.</p>	<p>Responsible Area(s)</p> <p>Academic Senate: • Professional Development Committee</p> <p>Classified Professional Development Committee</p> <p>SMC Police Officers Association</p> <p>Management Association</p> <p>Human Resources</p>			
<p>Map to Institutional Learning Outcomes Supporting Goals</p>				
<input type="checkbox"/> Goal 1: Innovative and Responsive Academic Environment	<input checked="" type="checkbox"/> Goal 2: Supportive Learning Environment	<input type="checkbox"/> Goal 3: Stable Fiscal Environment	<input type="checkbox"/> Goal 4: Sustainable Physical Environment	<input checked="" type="checkbox"/> Goal 5: Supportive Collegial Environment
<p>Addresses the following College Priorities and Strategic Initiatives</p> <p> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Vocational Education <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) </p> <p>Relates to the following recommendations and objectives:</p> <p> <input checked="" type="checkbox"/> Board of Trustees Goals and Priorities (#6) <input type="checkbox"/> Program Review Recommendations <input checked="" type="checkbox"/> Academic Senate Objectives (#2) <input type="checkbox"/> Other (please indicate) _____ </p> <p>Continued from 2011-2012</p>				
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>A workgroup comprising representatives of the Academic Senate Joint Professional Development Committee, the Classified Professional Development Committee, the SMC Police Officers Association, and the Management Association will work with the Office of Human Resources to develop a comprehensive District staff development plan to significantly expand the scope of training for SMC employees. The plan will include mandatory training such as safety injury/illness prevention, emergency preparedness, non-discrimination, and supervisory.</p> <p>A general understanding of concerns by all representative employee categories will enable accomplishment of this objective. The Academic Senate will include options for faculty members to satisfy flex (training/professional development) obligations. The CSEA Professional Development Committee will develop a skills and needs assessment survey for staff to determine areas of interest and training options. The Management Association routinely provides professional development updates at its meetings, but will need to determine more comprehensive training options.</p> <p>Workgroup representatives will be identified by October 31, 2012. The workgroup will begin its planning during spring 2013.</p>				
<p><i>Estimated Cost:</i> Staff time and additional training expenses, if necessary</p>		<p><i>Funding Source:</i> <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential Professional Development Funds, Management Association funds</p>		
<p><i>Budget Planning Narrative:</i> Costs will be covered by existing professional development funding.</p>				

<p style="text-align: center;">PLANNING DOCUMENTS</p> <p>INSTITUTIONAL OBJECTIVES 2012-2013</p>	Program Review Recommendations	Board of Trustees' Goals and Priorities	Academic Senate Objectives	College Priorities (Basic Skills, Global Citizenship, Sustainable Campus, Vocational Education)	Strategic Initiatives GRIT and Institutional Imagination Initiative (I ³)
1. To identify and implement strategies to assist programs in maintaining a web and social media presence.	✓				
2. To provide training in the assessment of outcomes and in documenting how the assessment results are used in program planning.	✓		✓		
3. To ensure that there are consistent student lab use tracking systems to document the required student lab hours and to provide data for studying the correlation between student achievement and use of lab resources, both in the lab and through remote access to the online materials.	✓			✓	
4. To identify additional strategies, based on student equity data, to improve the success and retention of Latino and African-American students, as well as students from other historically underrepresented groups.	✓	✓	✓	✓	✓
5. To develop planning criteria for determining the allocation of dedicated resources to specific programs and whether these resources are sustainable.	✓				✓
6. To develop a plan for defining, organizing and institutionalizing the GRIT (Growth, Resilience, Integrity and Tenacity) strategic initiative. This initiative will facilitate student achievement through a College-wide focus on non-cognitive skills (e.g. integrity, perseverance, goal-setting, and help-seeking behaviors), on supplementing competencies supporting ILO #1, and on supporting students' aspirations for their futures.		✓	✓		✓
7. To develop a plan for how to assess the strategic initiative GRIT, with a focus on assessing students' acquisition of non-cognitive skills. The assessment will be tied to traditional metrics used to measure student success, e.g. grades, transfer, completion, improved academic honesty. The College will run a pilot ETS study on the acquisition and assessment of students' non-cognitive skills as one mechanism to inform this plan.		✓	✓		✓

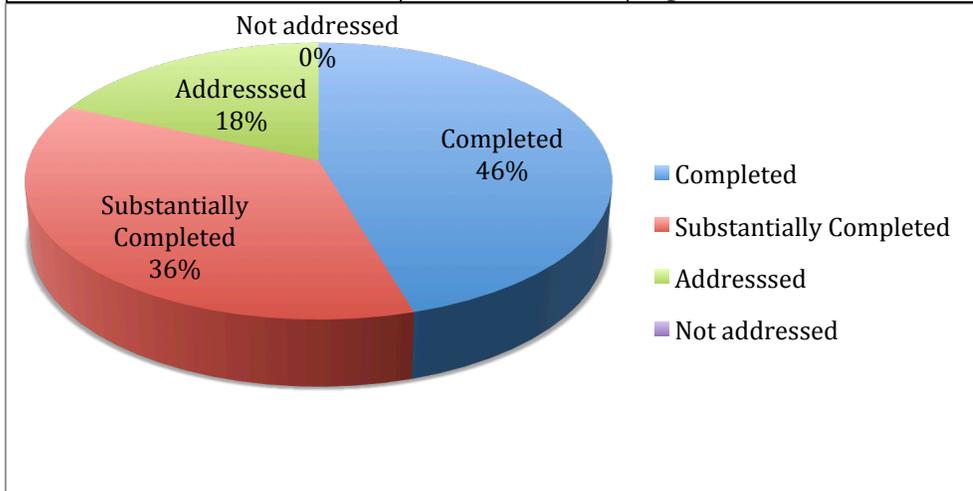
<p style="text-align: center;">PLANNING DOCUMENTS</p> <p>INSTITUTIONAL OBJECTIVES 2012-2013</p>	Program Review Recommendations	Board of Trustees' Goals and Priorities	Academic Senate Objectives	College Priorities (Basic Skills, Global Citizenship, Sustainable Campus, Vocational Education)	Strategic Initiatives GRIT and Institutional Imagination Initiative (I ³)
<p>8. To develop a plan for organizing and institutionalizing a strategic initiative called I³ (Institutional Imagination Initiative) to harness the creative power of the college community to rethink how the college can analyze and address issues through responsive engagement and facilitate continuous dialogue among the college community. The intent is to solicit and implement innovative ideas for improving and supporting student achievement.</p>		✓	✓		✓
<p>9. To develop and begin implementation of a plan for the SMC Teaching and Learning Center in order to expand institutional capacity to support creative efforts that generate innovative pedagogies, foster professional development, and increase student success.</p>	✓	✓	✓		✓
<p>10. To reduce the operating deficit through expenditure savings and increased revenues while maintaining, as a minimum, a 5 percent unrestricted general fund balance.</p>		✓			
<p>11. To create a workgroup/subcommittee comprising representatives of the Academic Senate Joint Professional Development Committee, the Classified Professional Development Committee, SMC Police Officers Association and the Management Association to prepare a college-wide plan that includes all staff development activities, including mandatory training.</p>		✓	✓		

MASTER PLAN FOR EDUCATION UPDATE, 2012-2013

Responses to 2011-2012 Institutional Objectives

Institutional Objective #	Status
1	Substantially completed
2	Addressed (continue for 2012-2013)
3	Substantially completed
4	Completed
5	Completed
6	Substantially completed
7	Completed
8	Substantially completed
9	Completed
10	Completed
11	Addressed (continue for 2012-2013)

Status	Number of IOs/Percentage	
Completed	5	46 percent
Substantially Completed	4	36.4 percent
Addresssed	2	18 percent
Not addressed	0	0 percent





Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 1			<i>Responsible Area(s)</i>
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.			<ul style="list-style-type: none"> • Enrollment Development/ Institutional Research • DPAC • Academic Senate Joint Institutional Effectiveness Committee
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The Office of Institutional Research developed a report of data indicators related to the college’s five supporting goals. The data report was discussed in DPAC where recommendations were made on the indicators for inclusion on the dashboard. The institutional dashboard includes seven key indicators related to basic skills, Career and Technical Education, transfer, distance education, and student equity.</p> <p>The Office of Institutional Research provided six workshop trainings related to research and data tools (part of the Professional Development Calendar) and provided two Flex Day trainings in the 2011-2011 year. In addition, the Office offers ongoing training related to assessment of student learning outcomes and unit outcomes.</p>			



Santa Monica Community College District
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RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 2			<i>Responsible Area(s)</i> <ul style="list-style-type: none"> • Business/Administration • Enrollment Development • Academic Affairs • DPAC/Budget Planning Subcommittee
To develop and implement a plan to avoid an operating deficit.			
<input type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input checked="" type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The adopted budget for 2011-12 listed an operating deficit of \$5.4 million. As of June 1, 2012 the projected savings and expenditures reduce the operating deficit by \$1.4 million. However, this year the college experienced a total of \$4.8 million in additional reductions to apportionment, which included \$1.4 million in on-going cuts. These on-going cuts negated the reduction in the operating deficit that the college had achieved.</p>			



Santa Monica Community College District
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RESPONSES TO 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.		<i>Responsible Area(s)</i> <ul style="list-style-type: none"> • Business/Administration • Academic Affairs • Facilities • Information Technology • DPAC/Facilities and Technology Planning Subcommittees 	
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
The college met this objective by including in the adopted budget for 2011-12, \$500K for Information Technology improvements, as well as \$500K for instructional equipment and facilities maintenance. All funds were initially set aside in the District’s designated reserves.			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

INSTITUTIONAL OBJECTIVES

OBJECTIVE 4			<i>Responsible Area(s)</i>
<p>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.</p>			<ul style="list-style-type: none"> • Sustainability • Institutional Communications/ Government Relations • Student Affairs/Transportation • Associated Students • DPAC/ACUPCC Task Force
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>In response to this institutional objective, a joint ACUPCC/DPAC College Services transportation taskforce was formed. To create a comprehensive plan, many important processes were reviewed, expanded or recommended to further support the institutional shift towards sustainable transportation. The development of the plan included gathering and analyzing relevant data, including working with Institutional Research to develop and administer an Annual Student Transportation Survey. The purpose of the student survey was to assess the impact of student travel, the modes and patterns students use to commute, barriers to participation in sustainable alternatives, and awareness of existing programs and interest or need for future program development. This information along with several other planning documents, including the <i>Master Plan for Facilities</i> and the AQMD Emissions Reduction Plan, were used to generate a transportation plan that both highlights SMC’s achievements and identifies goals and objectives for reducing single-passenger car trips to campus and increasing participation in alternatives.</p> <p>The SMC Sustainable Transportation Plan encourages continued collaboration with regional transportation agencies, such as the City of Santa Monica, Metro Transportation Authority, Big Blue Bus and Move LA, to improve regional transportation infrastructure. Potential future collaborations include increased bike path connectivity between campuses, bus stop improvements, Expo Light Rail stops and boardings at 17th and Colorado Blvd, and increased partnership with the City of Santa Monica, particularly through the implementation of the City’s Bicycle Action Plan.</p> <p>The SMC Sustainable Transportation Plan was approved unanimously by the District Planning and Advisory Council at its June 23, 2012 meeting and has been recommended to the Superintendent/President.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 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.		<i>Responsible Area(s)</i>	
		<ul style="list-style-type: none"> • Academic Affairs • Student Affairs • Academic Senate • Associated Students (<i>pending A.S. approval</i>) 	
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The Democracy Commitment (TDC) is a national initiative providing a platform for the development and expansion of community college programs, projects and curricula aiming at engaging students in civic learning and democratic practice across the country.</p> <p>Review of the college programs, activities and curricular offerings revealed a wide array of student learning opportunities in the areas of civic learning, civic engagement and democratic practice. The Global Citizenship Initiative, Sustainable Campus Initiative and the Public Policy Institute each provide an array of related opportunities, from speakers to opportunities for hands-on democratic activities and experiences. The College also provides a wide variety of course offerings that expose students to theoretical understandings of democracy and provide them hands-on civic learning opportunities. The Associated Student government creates a learning laboratory for civic engagement, from those on the AS board to commissioners to committee appointees to those involved in the robust club system.</p> <p>The above components of college life were determined to be a strong foundation for meeting the ‘Commitment’. Certainly, more can be done. The discussions also revealed a resistance from among the leaders of the above initiatives and programs, as well as from the Academic Senate, to any hierarchical or coordinated program that would coordinate and lead our local efforts to support ‘The Democracy Commitment.’ Faculty leaders believe continuing and effective work can be done through what already exists.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 6			
<p>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.</p>		<p><i>Responsible Area(s)</i></p> <ul style="list-style-type: none"> • Academic Affairs • Learning Resources • Academic Senate Joint Instructional Support Services Task Force • Management Information Systems 	
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>To address the immediate concerns with the tutoring program, the Academic Senate Joint Student Instructional Services Committee has been discussing how to provide more uniform service delivery through the various centers. The Committee decided this could, in part, be accomplished by ensuring all tutors (student tutors, instructional assistants, tutoring coordinators, and interested faculty) had adequate training. After researching training programs at other community colleges and tutoring organizations, and surveying campus tutors to identify their training needs, the Committee is now ready to embark on developing an online training program.</p> <p>To address the long-term needs of tutoring, the College made institutionalizing Supplemental Instruction, tutoring and the writing center a priority this year and provided additional funding to do so. A plan was developed to ensure the continuation of supplemental instruction (of what had been grant-funded), to expand the staffing in the writing center, and to bring the tutoring services under one supervisor.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 7			
<p>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.</p>		<p><i>Responsible Area(s)</i></p> <ul style="list-style-type: none"> • Academic Affairs • Student Affairs 	
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>During the 2011-12 academic year, Santa Monica College institutionalized the Writing Center, Supplemental Instruction, and Tutoring Centers. Funds were allocated by the District to support services in the three academic support areas. Faculty, staff and administrators developed an academic services plan to allocate fiscal resources to the three areas. Resources are currently being used to increase successful course completion and course progression for students using these areas.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 8			
To develop a plan to define and implement standards for appropriate operations and maintenance of new buildings.		<i>Responsible Area(s)</i>	
		<ul style="list-style-type: none"> • Business and Administration/Facilities • Human Resources • Information Technology • DPAC Planning Subcommittees: Budget, Facilities, Human Resources, Technology 	
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The DPAC Facilities Planning Subcommittee submitted for DPAC consideration a document called “A Plan to Define and Implement Standards for Appropriate Operations and Maintenance of New Buildings and to Institutionalize Ongoing Funding for the Maintenance of Facilities” on May 21, 2012. This document recommends incorporating the facilities-related standards of the Accrediting Commission for Community and Junior Colleges (Western Association of Schools and Colleges) into college policies, regulations, and procedures institutionalize the routine review of evidence related to facility quality. As a result, Board policies and administrative regulations are being updated.</p> <p>The DPAC Facilities Subcommittee has also recommended that the College adopt an operations and maintenance funding model published by APPA: The Association of Higher Education Facilities Officers (formerly “Association of Physical Plant Administrators”).) The APPA model establishes several evidence-based quality levels for facility operations and maintenance. In turn, each level is associated with the funding required to reach that level. This permits decision makers to make an informed choice about what facility operations and maintenance quality level can be funded at any particular point in time. The model requires analysis of operations and maintenance costs for each building or outdoor facility. The Subcommittee determined that a funding model based merely on district-wide “average costs per square foot” would not be useful. Detailed analysis is underway to determine the costs associated with each possible quality level for each building or outdoor facility operated by the College.</p> <p>The College has several written standards related to building operations and maintenance. Standards for new construction have been issued by the Facilities Construction Department. These standards are intended to reduce total life-cycle costs. Custodial operations standards which address both service quality and standard activity times (thus staffing needs) have been issued by the Campus Operations Department. Emerging “green” products are evaluated for possible incorporation into these standards. Maintenance standards are being updated by the Maintenance Department now that inventories have been completed for boilers, air conditioning systems, light fixtures, and other facility components requiring specific, predictable types of maintenance and replacement parts. Standards for the information technology network infrastructure, including telephone systems, are maintained by the Network Services Department. Standards for the audiovisual presentation infrastructure are maintained by the Media Services Department.</p> <p>Over the last year, considerable effort went into energy-efficiency and environmental sustainability analysis. The College has developed a central plant project to reduce long term costs for energy and equipment and has initiated an investment grade energy audit to determine the feasibility of future sustainability projects and develop new energy efficiency standards.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 9			<i>Responsible Area(s)</i>
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.			<ul style="list-style-type: none"> • Senior Director, Institutional Advancement/Foundation Director • Institutional Development • Grants • Workforce and Economic Development
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>During the 2011-2012 academic year, the Executive Vice President convened a Resource Development Workgroup that met regularly to identify and pursue resource development opportunities in a coordinated and collaborative manner. This committee included the Dean of Workforce and Economic Development, the Interim Dean of Institutional Development, the Director of Grants, and the Interim Director of the Santa Monica College Foundation. The group shared new and emerging opportunities, leveraged resources, and strengthened the likelihood of success through greater integration with other efforts on campus. The group also identified several 2011-2012 resource development priorities that were the focus of all discussions:</p> <ul style="list-style-type: none"> • Ongoing development and implementation of the Medical Laboratory Technician instructional program; • Operational costs to support the Veterans Resource Center; • Continued efforts to sustain and institutionalize Global Citizenship across campus; • Targeted programming to support students who are traditionally underrepresented in postsecondary education and/or who may not be achieving their educational and career goals, including veterans, students from underrepresented populations, and foster youth • Support of career technical education programs that prepare students for employment immediately following completion. <p>Each potential funding opportunity was reviewed by the group for its alignment with these priorities. (Since funding sources restrict the focus of each request, it is not always possible to fit these priorities into funding requests, but this was done wherever possible.)</p> <p>For 2012-2013, the workgroup will continue to meet regularly, set resource development priorities, and align funding requests with these priorities. During the first meeting, the group will review 2011-2012 priorities and determine which will carry over as priorities into the new academic year. In making this decision, the group will consider the new strategic initiatives and <i>Master Plan for Education</i> institutional objectives established by the College. A new list of resource development priorities will be in place by October 2012.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 10			Responsible Area(s)
<p>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.</p> <p><u>2010-2011 Institutional Objective #12</u> 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.</p> <p><u>2009-2010 Institutional Objective #9</u> 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.</p>			<ul style="list-style-type: none"> • Human Resources • Fiscal Services/Payroll • Academic Affairs • Student Affairs
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>An annual delivery of standardized training for Human Resources (HR) staff engaged in data entry of HR Information Systems was initiated. A committee that consists of key personnel engaged in HR Info Systems data entry from academic affairs, student affairs, information management, fiscal services, payroll and HR was formed in September 2011 to address the process in which assignments are created in SMC's System - ISIS and built in Los Angeles County of Education's (LACOE) System - HRS.</p> <p>This committee, which initially met two times per month, developed strategies to improve communication and ultimately reduce the number of errors related to ISIS and HRS entry. The committee <i>continues</i> to meet monthly to evaluate the process, to reconcile problems with ISIS generated reports, and to review any inconsistencies related to account numbers/data being input in ISIS and HRS.</p> <p>Work flow analysis was initiated, a work flow chart (including a timeline) is being created, and procedures have been documented for each area (academic affairs, student affairs, accounting, etc.) to achieve better efficiency and to reduce errors. Audit reports were re-established enabling Human Resources to download reports (in real time). This enables HR staff members to capture changes made in ISIS (related to account numbers, salary schedule and percentage of assignment) that must be entered or updated in HRS timely. Account listings from ISIS, used to input data in HRS, are also reviewed by fiscal staff prior to all HRS entry periods.</p> <p>Human Resources staff is primarily responsible for building the employee assignments, the personal employee data entry, salary placement (including retirement) data entry, account number data entry and creation of salary schedules in the HRS. Specifically, HR staff is directed to attend LACOE training at least once per Fiscal Year and staff continues to take advantage of on-going training/workshops through Los Angeles County Office of Education. HR staff works collaboratively with the SMC Information Technology staff to ensure that data base information regarding employees and salary schedules is properly maintained and input in the District's ISIS and Los Angeles County Office of Education's HRS systems.</p> <p>Human Resources staff members continue to work with the agencies and their staff responsible for retirement. Staff members are now trained to utilize the LACOE system (SEW/REAP) as well, thus reducing unnecessary retirement errors caused by incorrect data entry. Retirement coding training and other HRS related trainings are offered on a continuous basis every semester through LACOE.</p>			



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2012-2013 UPDATE
RESPONSES TO 2011-2012 INSTITUTIONAL OBJECTIVES

OBJECTIVE 11			<i>Responsible Area(s)</i> <ul style="list-style-type: none"> • Human Resources • Academic Senate Joint Professional Development Committee • DPAC Human Resources Planning Subcommittee
<p>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.</p> <p><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.</p>			
<input type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input checked="" type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>In January 2012, the SMC Academic Senate Professional Development Committee (the “Academic PDC”) launched an assessment survey for all faculty members to assess faculty’s professional development needs. The Academic PDC is currently working on an Executive Summary based on the survey responses and also is working towards developing a comprehensive professional development plan that will address the survey results and the SMC’s institutional initiatives and goals.</p> <p>During Spring 2012, a Classified Staff Professional Development Committee (Classified PDC”) was formed to develop, administer, and support the professional development of classified non-management staff members. Currently, the Classified PDC is working towards developing a needs assessment survey for classified staff members and will formulate a comprehensive professional development plan from the information obtained. The anticipated launch date for the needs assessment survey is early in the Fall 2012 semester, and the anticipated start date for classified development workshops is later in the Fall 2012 semester.</p>			

Santa Monica College
Program Review Committee Report
Spring and Fall 2011

Introduction

Program Review is an ongoing process that every area of the college undergoes in a six-year cycle. Career Technical Education programs are also required to submit abbreviated 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 Institutional Effectiveness Committee, Institutional Research, and department chairs.

The goal of program improvement drives the process. To help programs prepare for program review the committee offers multiple orientation sessions for programs scheduled for review the following year. Additionally, Institutional Research provides a common dataset to instructional programs and works with student support programs to design specialized data collection tools. All programs are asked to report on outcomes assessments and how the program is responding to those.

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 and designated as overarching issues. The Program Review committee overlaps membership with the Curriculum and Institutional Effectiveness committees to ensure there is sharing of information, and to strengthen committee processes and communication. The findings of the Program Review Committee are incorporated into the institutional planning processes.

Observations

The committee notes there has been general improvement across many programs in the use of data, outcomes assessment, and the use of data and assessment to inform program decision making. Documentation of these activities has also improved, although in many cases there is room for further improvement.

Implementation of the S/ILO portal has helped standardize the collection of instructional program S/ILO assessment. Implementation of the SUO portal for assessment for Student Services programs is imminent. Standardization of UO assessment for administrative units is not far behind. Both the Institutional Effectiveness Committee and the Office of Institutional Research have been working directly with programs and providing training to improve program understanding of and ability to collect and analyze data, and to effectively assess SLOs, SUOs, and UOs. Notwithstanding these efforts, many programs need to improve documentation of outcomes assessment results, especially detailing how these results are used in program planning.

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 grapples with an extended period of annual budget reductions, 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 have either focused on increasing student success or improving and/or creating greater efficiency of institutional infrastructure and processes. 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. 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
 Katharine Muller, Administrator, Vice Chair
 Sara Brewer, Faculty, Communications
 Bill Lancaster, Faculty, Design Technology
 Fran Manion, Faculty, Math
 Mary Jane Weil, Faculty, Disabled Student Services
 Matthew Hotsinpillar, Faculty, English
 Makiko Fujiwara-Skrobak, Faculty, Modern Languages
 Sehat Nauli, Faculty, Physical Sciences
 Randal Lawson, Administrator
 Erica LeBlanc, Administrator, Academic Affairs
 Sonali Bridges, Administrator, Outreach

Programs Reviewed and Accepted

The following programs were scheduled for full program review in Spring and Fall 2011:

Program	Unit or Student Outcomes			Curriculum Updates
	Developed	Assessed*	Program Response to Assessments**	
Career Services	Yes	Beginning	Not Evident	NA
Community Services	Yes	Not Evident	Not Evident	NA
DSPS	Yes	Accomplished	Under Discussion	Completed
Earth Science	Yes	Accomplished	Under Discussion	Completed
English	Yes	Accomplished	Under Discussion	Completed
Grants	Yes	Accomplished	Changes Implemented	NA
Human Resources	Yes	Not Evident	Not Evident	NA
Institutional Research	Yes	Not Evident	Not Evident	NA
Transportation	Yes	Not Evident	Not Evident	NA
Upward Bound	Yes	Accomplished	Under Discussion	NA
Veterans Resource Center	Yes	Beginning	Not Evident	NA
Welcome Center	Yes	Not Evident	Not Evident	NA
Workforce and Economic Development	No	Not Evident	Not Evident	NA

*Noted along the following continuum: Not Evident → Beginning → Developed → Accomplished

**Program Response is noted along the following continuum:

Not Evident → Under Discussion → Plan Developed → Changes Implemented

CTE Programs 2 Year Review

The following career technical education programs completed abbreviated biennial reviews:

Program
 Communications
 Cosmetology

2011 Recommendations for Institutional Support for Specific Programs

Executive summaries for all programs reviewed in Spring and Fall 2011 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. Support the development and implementation of a Section 508 compliance plan and identify a 508 compliance officer. (DSPS)
2. Provide support to assist programs developing and maintaining accessible web sites. (DSPS)
3. Review the current facilities, staffing and needs for test proctoring, and develop a workable interim plan. (DSPS)
4. Investigate the feasibility of mandating institutional training on legal responsibilities and requirements, both institutional and individual, related to serving students with disabilities. (DSPS)
5. Support the maintenance and staffing of the planetarium at a level which meets instructional needs, at a minimum. (Earth Science)
6. Support English department efforts to develop staffing formulas for hiring instructional assistants that align with demand and do not place an excessive burden on the department. (English)
7. Support efforts to develop a “writing across the curriculum” model that includes an effective level of student support. (English)
8. Develop an institutional plan to support the increasing demand for instructional technology. (English)
9. Move forward with establishing a federally approved indirect cost rate. (Grants)
10. Review the College’s relationship with LACOE and determine options for addressing problems with the system, the true cost to the District in terms of staff time, opportunities for errors and inconsistencies, and opportunities for improving efficiency. (Human Resources)
11. Support efforts by Human Resources and Payroll to align record keeping and differences in interpretation of leave policies. (Human Resources)
12. Find a way to support the employment needs of a program that is providing direct services to a high school population within federal grant requirements that don’t fit neatly into college processes and systems. (Upward Bound)
13. Determine the level of support the institution currently provides to support the Veterans Resource Center and assign a distinct location code to improve documentation of institutional support, especially for purposes of grant applications. (Veterans Resource Center)

Santa Monica Community College District
BOARD OF TRUSTEES GOALS AND PRIORITIES
2012-2013

ENSURE THE ACADEMIC AND FISCAL INTEGRITY OF SMC

Educational Advancement and Quality

1. Create a “culture of evidence” based on data including appropriate statistical controls. Complete the “institutional dashboard” and an equitable outcomes report to reflect and monitor institutional effectiveness and student progress.
2. Institutionalize initiatives that are effective in improving student success, with particular emphasis on accelerating mastery of basic skills and strengthening students’ non-cognitive skills.
3. Strengthen and promote workforce/career technical programs.
4. Infuse global citizenship into faculty instructional practices and student learning.
5. Maintain the number of full-time faculty members
6. Promote professional development activities for all classified and academic staff, including adjunct faculty.

Fiscal Health and Internal Operations

7. Ensure the financial health of the College through revenue-generation and cost-reductions.
8. Ensure inclusiveness in the budget development process and transparency in budget communication efforts.
9. Maintain a reserve sufficient to protect against unforeseen or drastic cuts.
10. Build the fundraising capacity of the SMC Foundation.
11. Pursue and obtain federal funds as well as other grant opportunities.
12. Maximize revenue-generation from facility rentals.

Community and Government Relationships (Local/State/National)

13. Foster community and government relationships and partnerships in fulfillment of SMC’s mission.
14. Develop a plan to ensure the continued success of Emeritus College.
15. Strengthen and expand programs and partnerships that serve SMMUSD students.

Facilities and Sustainability

16. Continue advocacy on the local, state and national level for mass transit solutions including the naming of the Santa Monica College station for Expo and funding to support the “Any Line, Any Time” program.
17. Maintain progress on all SMC facilities planning and construction projects, including all campus projects and the Civic Center ECE and Malibu centers.
18. Continue to adopt sustainability designs and practices for construction and maintain effective staffing for maintenance and operations of facilities.

Articulating a Vision

19. Continue planning the development and implementation of a vision for the future of the college that delivers both access and quality.

Approved by the Board of Trustees: October 2, 2012

Santa Monica College
2012-2013 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. Create a Professional Development Plan based on surveys, input from other committees, such as Chairs, ISC, DE, Program Review, Ethics and Professional Responsibility, EAC and Budget.
3. Finalize and adopt the Master Plan for the Study Abroad Program.
4. In collaboration with DPAC Technology Planning, adopt a technology plan that guides the district in meeting its technology needs for instruction.
5. Pilot and evaluate the annual program review process.
6. Review SLO Data, ILO Core Competency, and Administrative Unit reports to offer feedback for use in institutional planning.
7. Spearhead a district-wide campaign to elicit and quantify individuals' specific commitments to reduce their carbon footprint.
8. Develop and implement a plan to institutionalize and assess the GRIT strategic initiative.
9. Develop and implement a plan to institutionalize and assess the I-3 strategic initiative.
10. Actively participate in developing the Teaching and Learning Center and identify the faculty role in the TLC.

Presentations/Reports/Actions at Board of Trustees Meetings
2007-2008 – 2011-2012

STRATEGIC INITIATIVES

- Basic Skills Initiative
- Global Citizenship
- Sustainable Campus
- Vocational Education

Date of Board Meeting	Major Presentation/Report/Action
June 5, 2012	Report: Campus Sustainability*
June 5 2012	Report: Basic Skills*
June 5, 2012	Action: Contract with Big Blue Bus (renewal)
April 3, 2012	Action: Contract for Promotion-Editor Certificate and Degree (Promo Pathway) Program
February 5, 2012	Report: Digital Media Programs Report: Campus Bicycle Parking Plan
October 4, 2011	Update: Career Technical Education*
September 6, 2011	Report: Global Citizenship Initiative*
June 7, 2011	Update: Campus Sustainability
May 3, 2011	Report: Basic Skills Initiative
February 1, 2011	Report: California Works – Jobs in Recycling and Resource Management
October 5, 2010	Report: Career Technical Education
September 7, 2010	Report: Global Citizenship Initiative
August 3, 2010	Action: Resolution in Support of the “30/10 Plan” for Measure R Transit Projects
July 6, 2010	Action: Cooperative Work Experience Education Plan
June 1, 2010	Update: Campus Sustainability
May 4, 2010	Report: Basic Skills Initiative
October 6, 2009	Report: Workforce Development/Career Technical Pathways
July 7, 2009	Action: Contract with Big Blue Bus
June 2, 2009	Report: Global Citizenship
May 4, 2009	Report: Student Achievement, Basic Skills, Student Retention, Research
September 8, 2008	Report: Career Technical Education
August 11, 2008	Action: Energy Services Contract
May 12, 2008	Report: Sustainability**
April 14, 2008	Report: Global Citizenship** Resolution: Transportation Initiative
March 10, 2008	Report: Basic Skills Initiative**
October 8, 2007	Report: Global Citizenship**
August 13, 2007	Report: Transportation Initiative** Report: Sustainable Campus

* 2011-2012 Report is included (see following reports)

**No written report distributed

BOARD OF TRUSTEES**INFORMATION**

Santa Monica Community College District

June 5, 2012

MAJOR ITEMS OF BUSINESSINFORMATION ITEM K**SUBJECT: UPDATE: CAMPUS SUSTAINABILITY**SUBMITTED BY: Superintendent/President**Programs**American College and University President's Climate Commitment (ACUPCC)

SMC continues to meet all of the ACUPCC requirements on schedule and is currently in good standing. Building on the SMC Greenhouse Gas Inventory, last year the ACUPCC Task Force developed the SMC Climate Action Plan, which provides a list of targeted recommendations for reducing SMC's carbon footprint. Three work groups were formed to focus on the areas of the Climate Action Plan: Energy, Transportation, and Education. The Academic Senate Environmental Affairs Committee, serves as the Education work group (see Curriculum). A work group composed of DPAC College Services and the ACUPCC task force representatives met monthly to develop a comprehensive Sustainable Transportation Plan (see Sustainable Transportation). The Energy subcommittee, chaired by the SMC Director of Maintenance, consists of Sustainable Technologies Program faculty and various environmentally focused students. This committee focused on improved data collection and monitoring of energy use, identifying funding for energy management system retrofits and utilizing SMC facilities as a teaching tool.

SMC Organic Learning Garden

Significant progress and success have been achieved in this first year of the SMC Organic Learning Garden. A Garden Oversight Committee was established to assist in the implementation and management of the Garden. The committee included a faculty leader, a student intern, the Associate Students Director of Sustainability, and the SMC Director of Sustainability. This group met on a weekly basis to assign plots, manage facilities, develop policies, and promote a diverse group of garden participants. There are currently 13 gardening groups, ranging from clubs to classes, representing the various stakeholders at SMC.

Earth Week

This year, Earth Week focused on transportation and included a variety of events that both educated and celebrated SMC's environmental community. The 2011-12 EcoHero Award was given to Tom Corpus and the Grounds Department and Madeline Brodie and the student recycling team for their work on supporting the newly implemented Green Zones Program and Organic Learning Garden and the Zero Waste and Recycling program, respectively. Other events included a movie screening of the critically acclaimed documentary *Your Environmental Road Trip*, Keynote Speaker Van Jones, Earth Day Festival, and Beach Clean-Up. Over 1000 faculty, staff and students participated in the week's events, including nearly 100 people who attended the Beach Clean-Up on behalf of SMC.

In addition to the spring's Earth Week celebration, the Center for Environmental and Urban Studies hosted a fall series of events for "Campus Sustainability Week". This included a keynote lecture from Andy Revkin, New York Times reporter for the environment, the grand opening of the Organic Learning Garden, and a documentary movie premier of *Urban Roots* with followed by a director and producer "Q and A".

Center for Environmental and Urban Studies (CEUS)

The CEUS continues to be a hub of sustainability on campus. Most importantly, this unique space serves as a “living laboratory” for sustainability, with an emphasis on educational linkages such as signage, workshops, tours, consulting on facilities and academic programs, and events. The Center works closely with Institutional Research to assist in the data selection, collection and monitoring for environmental performance, one of this year’s strategic initiatives.

Facilities

Green Zones

Recently, the SMC Grounds department implemented several certified Green Zones, in which designated areas of SMC Campuses will use all electrical equipment and organic fertilizer and weed control. This program was funded in part by a grant from the City of Santa Monica and the Air Quality Management District.

Green Building Policy

The ACUPCC Energy Workgroup drafted language for an SMC Green Building administrative regulation. This regulation is consistent with values and principles already guiding facilities development. Nevertheless, this regulation strengthens the College’s public commitment to the continued incorporation of green building features into its facilities, utilizing buildings as teaching tools, and informing the diverse stakeholders working on facilities planning through the participatory governance process.

Bike Parking Master Plan

The Transportation Task Force assisted with the development of a Bike Parking Master Plan that more than doubles SMC’s existing bike parking infrastructure. The process involved community activists, transportation experts, and a diverse group of SMC stakeholders to identify issues and successes with bike parking at SMC. Bike parking areas will have improved security by offering two points of contact, water refilling stations, repair kits and stand, permeable pavement, and emergency lighting and phones.

Energy Efficiency Project

The SMC Maintenance department is currently working with Compass Energy Solutions to identify additional campus-wide lighting retrofit opportunities, install high-efficiency boilers, and potential for increased solar generation.

Water Refilling Stations

This year, SMC expanded on the successful installation of a single water refilling station in the cafeteria to 18 additional sites on the main campus. This program will reduce the number of plastic water bottles purchased at SMC, reducing waste, plastic pollution and costs for students purchasing bottled water. Several water bottle giveaways were hosted in partnership with the Associated Students, CEUS, and the Interclub Council (ICC).

Institutionalizing Sustainability

Integrating Sustainability into Existing Campus Programs

Sustainability is being utilized as an educational and marketing tool by many programs campus-wide, including providing Green Campus Tours for VIP Welcome Day, workshops for the approximately 80 students in the Young Collegians program, and tours and activities for the 150 middle school students in the Connect for Success program. Additionally, faculty members from a variety of disciplines, including ESL, Botany, and DSPS have incorporated tours of the Center’s green features into their curriculum.

Green Grants

The newly awarded STEM grant includes funding and support for the Center for Environmental and Urban Studies as both a source for outreach and applied learning opportunities. A USDA grant application has recently received initial recommendation to award. This grant is a partnership with RootDown LA, a nonprofit organization working to educate inner-city families on proper nutrition, the US food system, and methods to grow their own food.

Student Engagement

As in years past, SMC students are a critical partner in promoting sustainability at SMC. The Center for Environmental and Urban Studies (CEUS) continues to see an increase in student involvement in sustainability through participation in environmentally related clubs, service learning, work study, internship opportunities at the CEUS, and the Sustainable Works Student Sustainability Program.

Sustainable Transportation

In 2010, the ACUPCC Sustainability Task Force produced a Greenhouse Gas Inventory, which identified transportation as SMC's primary contributor of greenhouse gases, by a considerable 75 percent. This year, many important processes were either expanded or established to further support the institutional shift towards sustainable transportation. This included working with the Institutional Research (IR) department to develop and administer an Annual Student Transportation Survey to assess the impact of student travel, the modes and patterns students use to commute, barriers to participation in sustainable alternatives, and awareness of existing programs and interest or need for future program development. In addition to gathering and analyzing data, the Transportation Task Force developed a comprehensive Sustainable Transportation Plan in response to a *Master Plan for Education* institutional objective. This plan highlighted SMC's achievements and identified several goals and objectives for reducing single-passenger car trips to campus and increasing participation in alternatives. A part of the plan focused solely on improving bike support services.

In addition to many programs and policies aimed at changing student and employee commute behavior Santa Monica College is also working closely with regional transportation agencies, such as the City of Santa Monica, Metro Transportation Authority, Big Blue Bus and Move LA, to improve regional sustainable transportation infrastructure through bike path connectivity between campuses, bus stop improvements, Expo Light Rail stops and additional boardings at 17th and Colorado Blvd, and participation in the City of Santa Monica's Land Use and Circulation Element and Bike Action Plan. This increased collaboration and planning has resulted in reduced congestion during peak periods and improved neighbor relations and student access.

Marketing

Improving the awareness of SMC's environmental commitment and achievements is an ongoing priority. The SMC Sustainability website was launched during Earth Week and provides a comprehensive overview of SMC's environmental programs as well as detailed resources for adopting a more sustainable lifestyle and getting involved in sustainability at SMC. Significant college marketing efforts have been directed toward incoming and returning students to promote various sustainable transportation alternatives (such as the Any Line, Any Time program) included:

- Electronic mail blast and phone calls
- Postcard mailers
- Printed flyers and other materials
- Improvements to the SMC website
- Creation of alternative transportation logos
- Development of an SMC Green Map
- Participation in SMC VIP welcome day and other outreach programs

Curriculum

Some of the greatest accomplishments in sustainability at SMC have occurred through greening the curriculum. From measuring the number of sustainability-related and sustainability-focused classes to launching the nation's first degree program in Recycling and Resource Management, SMC continues to be a leader in providing future generations the tools necessary to manage the environmental challenges of the 21st century.

Environmental Affairs Committee

This academic senate joint committee focuses on integrating sustainability across the curriculum. This year the committee defined which courses can be classified as sustainability-related, sustainability-focused, and/or are taught through the lens of sustainability. The committee is currently working with Institutional Research to count the number of students taking qualifying courses. The committee is using these criteria to measure the directionality of greening the curriculum efforts at SMC and to assess the feasibility of implementing the Sustainability Tracking and Assessment Rating System (STARS) framework, facilitated by the Association for the Advancement of Sustainability in Education.

Sustainable Technologies Program (STP)

Housed in the Earth Sciences Department, the Sustainable Technologies Program is both a traditional Career Technical Education program and a transfer oriented program that facilitates and supports students pursuing related fields in four-year and advanced degree programs while finding work in the emerging Green Collar economy. This year's accomplishments include approval of the nation's first 18-unit certificate and AS degree in Recycling and Resource Management (RRM). By the end of the academic year, the Earth Sciences Department will have awarded over 50 certificates in RRM and placed over 30 students in RRM related internships (both paid and unpaid). This program is funded by the Department of Labor, Community Based Job Training Grant.

Sustainable Works Student Greening Program

The Sustainable Works Student Sustainability Workshop continues to flourish, consistently graduating over 700 participants, which is double the goal outlined in the Memorandum of Understanding with the College. Workshop participants contributed over 2100 community service hours, supporting over 20 local organizations. Furthermore, Sustainable Works, in partnership with the SMC Center for Environmental and Urban Studies, is providing more opportunities for student leadership and professional development through internships, research projects, peer-to-peer learning environments, and service learning opportunities.

MAJOR ITEMS OF BUSINESSINFORMATION ITEM J**SUBJECT:** **UPDATE: BASIC SKILLS INITIATIVE/STUDENT SUCCESS****SUBMITTED BY:** Superintendent/President**SUMMARY:****Accelerated English Courses (English 85)****English 85**

English 85, the entry level basic skills English course, contextualizes reading and writing, combining what was 12 units of study (6 in writing and 6 in reading) into a 5 unit class with a required lab. Students meet five hours per week in classroom, plus two hours per week with Instructional Assistants in a writing lab where they work primarily in small groups on assignments designed by the classroom instructor. Students also fulfill one hour of reading lab per week (or 16 hours per semester), which may be done online. Successful students move on the English 20, or if further C-Level work is needed in reading or writing, 84W and/or 84R may be recommended by the instructor.

In fall 2011, there were 474 students enrolled in ENGL 85. The course success rate was 76.4% (362 out of 474). The course retention rate was 89.7% (425 out of 474).

In comparison, the course success rate for other C level English courses was 65.7%. The retention rate for other C level English courses was 86.4%.

English 20

English 20, the B level course, also contextualizes reading and writing, combining 21A and 23, giving the student progressing from C level greater instructional support than was available in the required 21A. Like English 85, students meet five hours per week in classroom, plus two hours per week with Instructional Assistants in a writing lab where they work primarily in small groups on assignments designed by the classroom instructor. Students succeeding in this course move on to 21B or English 1.

Currently, the college is offering 17 sections of English 20, 14 sections of English 85.

Professional Development

The Accelerated classes require changes in pedagogy and content.

- Pedagogy will be more student-centered and engaging for students, and that more opportunities will exist for student-driven inquiry and collaboration.
- Students will be more self-reflective and engaged in monitoring and assessing their progress. Toward that end, we need to define and integrate ways for this to happen naturally within the accelerated course.
- Grammar and skill-building will be more thoughtfully contextualized into assignment sequences.

- Curriculum will move toward more cross-disciplinary opportunities, focusing more on reading and writing in the disciplines and career-technical fields.
- There will be a greater sense of purpose and articulation of goals for each assignment and for the course. Assignments will scaffold skills toward the expected learning outcomes of the course.
- We will be shedding the paragraph to essay structure and the focus on discreet grammar and usage skills that marks the “old” basic skills curriculum.

In order to support faculty, the Student Success Committee has offered and continues to offer professional development opportunities such as Acceleration in Context workshops, the Reading Apprenticeship Program, Mike Rose’s dialogue with faculty, and numerous technology workshops. Many of these directly affect English faculty as we move toward an accelerated model across pre-transfer level. But many of these continuing workshops also support cross campus disciplines as well as English.

Accelerated Math Courses

Recent studies show that attrition is exponential in developmental sequences. Currently out of those students who begin in Math 81 (Arithmetic) only 9.8% make it to a transfer level course (Math 54, Math 21, and Math 26). This in part has to do with the number of courses they must take (81-84-31-18, 20). Even utilizing summer and winter terms, this is more than a full year without even reaching a transfer level course. For several years, the Mathematics Department has been investigating alternate models to address this “pipeline” effect. One of our first attempts was to create paired 8-week courses so that a student could complete two developmental math courses during a single full-length semester. We offered pairings of Math 81 and Math 84, Math 31 and Math 20, and Math 31 and Math 18. These pairings result in a unit count of six, ten, and eight units, respectively, and allow a student to complete their developmental sequence in significantly less time. It was theorized that since the students would spend so much time per week together that natural study teams would form, bonding would occur which would increase retention, and the immersion would increase understanding. Also because the mathematics courses were such a significant portion of a full-time twelve unit load, it was thought that students would have only one or two additional classes which would further increase success since students did not have to split their time between four or five different subjects. Unfortunately, many unforeseen problems arose including, but not limited to, issues with enrolling, issues with unit loads, and overlap of material. Although the pedagogy behind these pairings was sound, the unintended consequences are unacceptable to our department.

The department now is in the process of changing these eight week pairs to a compressed single accelerated course. This in itself will eliminate the overlap of material and the enrollment unit problem. This redesigning of the developmental track has several goals. A major goal is to decrease the amount of semesters necessary to reach a college level course and to update the program to meet the current needs of our global community. The creation of these compressed courses will be beneficial to students in terms of time required to complete a degree for several reasons. If the student is successful on the first enrollment, then essentially two courses have been completed in one semester. Secondly, if the student is unsuccessful on his/her first attempt and successful in the second attempt, the student would not have lost any time because it essentially took two terms to complete two semesters of material. They have essentially “bought” themselves a semester, since success the second time around still places them in their next course. Finally, consider a student who barely passes the equivalent of the first part of a compression course. This student could then take the complete compression course and better acquaint themselves with the old material while still learning the new material. (For example, Math 85 is a compression of Math 81/84. A Math 81 student who earns a low C could enroll in Math 85 instead of Math 84 and get a stronger foundation in Math 81 material to better prepare them for the material that is equivalent to Math 84 increasing their chance of success.)

Another important advantage of the compressed classes is that they will decrease the amount of money spent on non-transferrable math courses. Students would purchase one text instead of two and would experience a decrease in fees for units. The decrease of units associated with the compressed course would also help ensure students remain under the cap of thirty developmental units a student may accumulate.

Math 85 (Math 81 and Math 84)

The department has completed a compression of Math 81 and Math 84 and will be teaching thirteen sections of a new 5-unit class Math 85 in Fall 2012. This course will replace the 8 week Math 81/84 pairing. Students with little or no assessed mathematics ability will be eligible for enrollment in Math 85 and upon successful completion be prepared for Math 31. This option is the first in three planned courses to be listed in the class schedule under an “accelerated pathway” to transfer. We will continue to offer the Math 81/Math 84 sequence for students who desire a slower pace, but the creation of Math 85 allows a viable option for accelerating the pathway to transfer for those students with the time and maturity to tackle such a course. The topics covered in Math 85 will be a merging of the content of Arithmetic and Pre-algebra so students from both the Math 81/Math 84 sequence or the accelerated course Math 85 will have the same preparation for Math 31.

Math 51 (Math 31 and Math 18)

Under the guidance of Ebrahim Jahangard and Benjamin Jimenez, the department is currently developing an accelerated course for non-STEM majors to replace the pairing of Math 31/18. Currently there is much discussion about the amount of mathematical prerequisite material needed for statistics; however, basic mathematics has long been assumed of any college graduate. The need for literacy, including quantitatively literacy, is essential in today’s global environment. Mathematics departments are dividing along two different approaches of how to accelerate the statistics pathway, one that strips away the vast majority of algebra topics typically taught in a developmental sequence and one that tries to create an accelerated course while leaving in the traditional topics. The Mathematics Department at SMC will take the current 8 unit pairing of Math 31/18 and combine them to a 6 unit accelerated course, Math 51, tentatively titled “Algebra for Statistics and Finite Math”, with a prerequisite of Math 84 or Math 85. We will create a new exit skill list that clearly shows our commitment to Intermediate Algebra to satisfy the UC system requirements but that also incorporates skills that the Statistics and Finite Math teachers feel are lacking from the current curriculum. This will probably include an earlier commitment to the usage of technology. The department hopes to be teaching this course by Fall 2013.

Math 34 (Math 31 and Math 20)

Under the guidance of Moya Mazorow and Maribel Lopez, the department is currently developing an accelerated course of algebra for STEM majors, Math 34, tentatively titled “Beginning and Intermediate Algebra”. This course will replace the Math 31/20 pairing. It will be an 8 unit course that uses a Beginning and Intermediate Algebra text that is designed for these accelerated courses. Because this particular class will be serving students whose next course will not be terminal, it is of utmost importance to maintaining consistency of exit skills; therefore, this course will be a simple merging of the exit skills from Math 31 and Math 20. It is thought that this course should be available to students in Fall of 2013.

Recapping, if a student is currently placed into Math 81, they would have to take four classes, 81-84-31-18 or 81-84-31-20, before being ready to take a transfer course. This would take four terms to complete which would be two years if summer and winter terms are not available. Under the new scheme, non-STEM majors could take two classes, Math 85 and 51, while STEM majors would take the two classes, Math 85 and 34. Both pathways will cut the required terms for completion for pre-collegiate mathematics from four to two terms.

Non-Credit Summer Intensives in Math

Finally, some members of the department are exploring the possibility of adding an additional transfer level course for non-STEM majors and/or a non-credit summer intensive “MathJam” session. The additional transfer level course would be designed to give students an alternative to Math 21 and Math 54. Its goal would be to teach the skills required to understand and interpret quantitative information that is encountered in day to day life. The goal of the summer “MathJam” session would be to help students progress faster through the mathematics sequence, to develop a community of learners, and to increase students’ awareness of the tools and skills needed to be successful college students. It would be modeled after similar programs at Pasadena City College or Cañada College.

Basic Skills and Career Technical Education Collaborative

Jeff Shimizu, Dr. Patricia Ramos and Dr. Roberto Gonzalez formed the BSI-CTE Collaborative to address the student needs in the areas of Basic Skills and Career Technical Education. Following is a complete listing of the BSI-CTE committee. The charge for the group was to come up with programs to positively impact the student success of large numbers of BSI/CTE students. The group has been meeting since August 2011.

BSI-CTE Collaborative Committee Members

Dr. Patricia Ramos, Dean, Workforce and Economic Development
Dr. Roberto Gonzalez, Associate Dean, Student Success Initiatives
Alan Emerson, Department Chair, Math
Susan Sterr, Department Chair, English
Laura Campbell, Faculty Leader, BSI/Student Success
Laurie Guglielmo, Department Chair, Counseling
Frank Dawson, Department Chair, Communications
Chris Fria, Department Chair, Design Technology
Fariba Bolandhemat, Department Chair, Computer Science and Information Systems
Vicki Drake, Department Chair, Earth Science
Hannah Alford, Director, Institutional Research
Maria Leon-Vasquez, Project Manager, Career and Technical Education
Laura Manson, Faculty, Early Childhood Education

The BSI-CTE Collaborative has been looking at student success data provided by Hannah Alford from the Office of Institutional Research. Following is a synopsis of the major findings from the data

BSI-CTE Findings

- There were 132 certificate and 96 degree completers in Communication, CSIS, Design Technology, and ECE (2009-2010).
- There were 7506 CTE concentrators. Concentrators were defined as first time students at SMC in the Fall 2006 term who enrolled in at least two courses coded SAM ‘B’ or ‘C’ in the same department within two years of entry. SAM code B courses are courses that are a capstone course that is taken after a sequence of courses. SAM code C courses are courses that are taken in the middle of a program.
- Of the completers who earned an AA degree, 39.4 % of students started in a basic skills English course. In the area of math, 68.4% of students who earned an AA degree started in a basic skills math course.
- Of the completers who earned a certificate, 50% of students started in a basic skills English course. Of the completers who earned a Certificate, 64.1% started in a basic skills math course.
- Of the students who started as first time freshman in the Fall of 2006, 10% became a CTE concentrator in one of the four CTE departments of Communication, CSIS, Design Technology, and ECE.

- In the Fall of 2010, CTE concentrators represented 24% of credit SMC student population (7506).
- Fewer than 50% of CTE concentrators enroll in English or Math courses. The lower students start in the sequence, the less likely they are to reach the transfer level course in English and Math.
- Of the cohort that started in the Fall of 2006 and became a CTE concentrator (689), 309 students(44.8%) persisted to the Fall 2008 term. By the Fall of 2009, 166 students (24.1%) persisted.
- By the fall 2008 term, 47 students (6.8%) from the Fall 2006 cohort were awarded a degree or certificate. By the fall of 2009, 103 students (14%) from the Fall 2006 cohort were awarded a degree or certificate.

In response to the statistics and findings listed above, the BSI-CTE Collaborative examined a variety of programs to help students who are Basic Skills students within the CTE departments. The Collaborative decided to create programs to assist students to develop the necessary skills in math and English to successfully enter the workforce. Overwhelmingly, CTE chairs communicated a need to implement more programs to help students develop the foundational skills in math. Below you will find descriptions of the programs submitted by the BSI-CTE Collaborative for future implementation. These programs were ranked as priority projects by the BSI-CTE Collaborative committee during the Spring 2012 term. Committee members will be working to develop and implement these programs within the next year.

BSI-CTE Innovative Programs

Non-Credit Summer Intensives

The intensives would be offered in the summer and would be 3-6 weeks long. These courses would provide students contextualized preparation (“jams”) for college success. The intensives will include career education and English/math instruction; they will set foundations for growth mindset and cultivate intrinsic motivation as students explore, view video, read, discuss, and write about published works/research encouraging meta-cognitive reflection. Throughout intensives, students will collaborate in small groups, using technology software to access and present information in assignments that teach and build technology skills.

Whether “jams” integrate math or English skills, they could culminate in reassessment and a tentative educational plan that leads to enrollment priority. Students could also be given a designed menu of fall courses to select from, according to areas of interest and eligibility. (Fall courses could be organized in career pathway clusters and be staffed by faculty who collaborate in curriculum design and teaching strategies.)

Career Pathway Clusters- Themed Career Academies

Career pathway clusters, where teachers from across disciplines engage in a "pathway" curriculum (like Promo Pathways). The pathway is pretty well defined for students, and teachers work together to dovetail curriculum so there is contextualization and integration of skills (math, reading, technology, public speaking). A very simple, scalable way to start a more general approach to contextualized learning is with themed composition/reading courses tailored to the kinds of real-life and academic reading/writing students will do in a field, like allied health, or education, or business, or you name it.

Contextualized Math Modules

Math modules will be created to assure our students have sufficient math skills to successfully complete the second and third semester coursework in the Solar Photovoltaic Installation Certificate, as well as being successful in the workplace where math skills will be part of their job requirements. To that end, self-paced, online, industry-specific math modules would be developed with the assistance of the math department for students. These modules would also be used in other CTE departments to assist in providing students the necessary skills in math to be successful in the designated CTE department.

Non-Credit Math Course (ECE 84)

Working closely with the Math Department we will develop a non-credit Early Childhood Education course ECE 84 that will focus on Math Skills for ECE students who are fearful of taking math or don't have the necessary skills to be successful. The math skills that will be address in ECE 84 course will be the Math 84 course objectives. ECE 84 will use a different textbook than the math department and the students will have a

Supplemental Reader. ECE students will take the math placement exam, if they assess into Math 81 or Math 84 they would be eligible for ECE 84.

After completing ECE 84 course the students will retake the assessment test. ECE 84 Students will assess into Math 84 or ideally into Math 31. We know some students need more time to grasp concepts so even those you might need to take Math 84 after completing ECE 84, seeing the same types of information again might be the ticket to owning the math concepts. Hopefully acquiring the skills they need to move forward to Elementary Algebra

Contextual General Education for Media Studies Majors

Course content could be contextualized within GE courses (including English and Math) for students in Promo Pathways and other media/arts/design programs to improve retention by adding relevance to careers. The instructors for these classes could be paid a stipend to work together to integrate curriculum across disciplines and all courses could potentially be contextualized for media-film-design studies to make the courses more relevant to students. These would be taken as part of a Career Pathway Model.

Assessment App Development

Enrollment Development, Career and Technical Education, Student Affairs, Academic Affairs, and Management Information Services are working to develop a mobile website (assessment app) for incoming SMC students.

The purpose of the project is the following: (1) To communicate to new students the importance of the assessment test; (2) To consolidate math, English, and ESL review materials into one central location; (3) To include math, English, and ESL review materials to help students gauge their college readiness. The app would be available to students using smart phones, personal computers, tablets, and laptops.

At this point in the development of the mobile website, we are working with the Math department chair to identify faculty to assist with the development of math sample questions. These questions will help students review concepts in Math. The ESL department has already developed a set of sample test questions which will be used on the Assessment App. The English department has two faculty members assisting with the development of sample test questions. The English faculty will be finishing the sample questions this Spring 12 term. We are hoping to have the Math sample questions completed by Fall 2012.

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MAJOR ITEMS OF BUSINESS

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APPENDIX A: UPDATE: CAREER TECHNICAL EDUCATION

Submitted by: Patricia Ramos, Dean Workforce & Economic Development, Vice-Chair of Career Technical Education (CTE) Committee

Report Summary

With the growing pressure from international competition and rapid technological change, the competitive position of the Los Angeles region and the state of California in the global marketplace is largely dependent on a highly skilled workforce. As a premier educational institution in the Westside region, Santa Monica College must produce a workforce that supports the critical industries in our region, the growth of existing business, and that of emerging industries.

The Office of Workforce and Economic Development aids the District in this endeavor by applying for and managing grants that assist departments in developing new programs. We secure funding for professional development and for the purchase equipment that keeps CTE programs consistent with industry standards. We pilot not-for credit, short-term training programs and contract education in emerging industry sectors to test demand before developing credit programs in a new field.

Our recent institutional research findings from various studies show that we have much to learn and implement in order to improve outcomes for CTE students. However, this report will demonstrate that SMC CTE students are successful in ways besides earning a certificate and degree. It is clear that CTE plays an important role in SMC's and the state's college completion agendas. In addition to improving completion rates, strengthening the SMC CTE mission will help the College meet critical regional and state workforce goals, improve equity goals, and increase post-secondary productivity due to the significant number of students identified as CTE concentrators and large number of students taking CTE courses.

Career Technical Education Mission at SMC

The Career Technical Education (CTE) mission of Santa Monica College is not as well understood as its transfer mission. As such, the CTE mission at Santa Monica College has only in recent years received the needed attention. This rich and complex mission can benefit from more attention and greater understanding by College stakeholders especially when viewed within a context of state and national workforce trends and economic conditions.

Motivated by the strategic priority adopted by the SMC Board of Trustees and College governance committees, the CTE Committee of the Academic Senate, and the Office of Workforce and Economic Development have dedicated the last two years to studying patterns of CTE student enrollment and progress. The Office of Institutional Research has provided the CTE Committee with vital comprehensive data analysis and has included CTE as a focus in its research agenda.

Report Contents

This Board update contains components of a broader research agenda aimed at understanding how SMC could best promote the success of students who pursue programs in occupational fields of study. This brief report will focus on efforts underway to better understand CTE at SMC and improve outcomes. Included are updates of new CTE programs. The contents of this report include:

- Career Technical Education Infrastructure
- The new CTE-BSI Research Collaborative
- Completer/Leaver Survey highlights
- NEW CTE Programs and Updates
-

Career Technical Education Infrastructure

Career Technical Education at SMC prepares students for entry-level employment opportunities, ranging from one semester to four semesters. SMC offers numerous options spanning 9 industry sectors. Credit programs include:

- 37 CTE related Associate Degrees,
- 33 Certificates of Achievement
- 22 CTE Department Certificates

Who are CTE Student Concentrators?

31138 students enrolled in fall of 2010. A total of 7506 or 24.1% of credit students are CTE concentrators (enrolled in one or more credit courses coded SAM code 'B' or 'C').

Unit Load	Non-CTE		CTE		Total	
	Count	Percent	Count	Percent	Count	Percent
Part-time	15136	64.0%	4842	64.5%	19978	64.2%
Full-time	8496	36.0%	2664	35.5%	11160	35.8%
Total	23632	100.0%	7506	100.0%	31138	100.0%

New CTE-BSI Research Collaborative

In an effort to better understand and improve CTE outcomes, Jeff Shimizu, Vice-President of Academic Affairs, formed a committee that includes CTE and Basic Skills chairs, along with initiative administrative leaders. This collaborative research project began this summer and is funded with SB70 and BSI funds.

The main goal of this committee is to explore the possibility of 1) identifying common/ basic and technological skills needed for emerging careers SMC is currently pursuing 2) to discuss developing courses that teach basic skills in the context of occupational skills training 3) discuss innovative programs and approaches which have or could increase student success in CTE areas.

Understanding barriers to completion is critical to improving outcomes. Data reviewed includes: CTE awards and degrees; time to completion of awards; Basic Skills status. We are also seeking to know how many students satisfy certificate requirements but fail to earn one and why? We also hope to better understand what levels of English and math certificates should require. What are the major barriers to completion in CTE? Could this committee contribute to intervention strategies to improve CTE outcomes? Although this committee has met only a few times, we have reviewed best practices, and analyzed research data provided. The following is a sample of some preliminary findings:

- The persistence and graduation of CTE concentrators is low
 - The persistence may be low because of the course reductions; how can we keep courses open to help the progress of students, especially in courses that are only offered once a year
- A large proportion of CTE concentrators already have degrees
 - How can we serve the professional development students or those who only come to us for courses only and not a certificate or degree?
- CTE students with degrees still enroll in basic skills courses
 - It is clear that we should still focus on math and English skills in the CTE courses as degree holders still enroll in these courses.

Implementing more effective instructional practices could mean including student-centered models, peer group support, accelerated courses, and courses that teach basic skills in the context of occupational skills training. These are all things we have done quite successfully with Promo-Pathway. However, contract funding has allowed for the unique design of services in this relatively small program (25 students). The challenge is creating programs which impact larger numbers of students.

The committee includes: Chris Fria, Frank Dawson, Fariba Bolandhemat, Vicki Drake, Laura Manson, Susan Sterr, Laura Campbell, Alan Emerson and Counseling Chair, Laurie Guglielmo. The administrators include Roberto Gonzalez, Maria Leon-Vasquez, Hannah Alford, and Tricia Ramos.

Early recommendations from the committee include exploring the feasibility of:

- Implementing an online portal to collect departmental certificates so we can count them as successes; right now, there is no systematic way to collect and store this information and it varies from department to department
- Advertising certificates via counseling
- Offering math modular courses that are self-paced and are CTE program specific. Encourage students to take these courses before or while enrolled in CTE courses in order to serve the students with varying math levels in CTE courses
- Implementing writing across the curriculum with broad CTE themes (technology, education, etc.)
- Administering a survey in the beginning of the CTE courses to capture students who just want to take one course and update contact information

Completer/Leaver Survey

Tracking employment outcomes of CTE students is critical to the success our programs and it is a major challenge for college personnel. Having this information would allow the college to better understand the impact of our educational programs in CTE. Therefore, the CTE Committee used Perkins funds to pilot a qualitative study conducted by our Office of Institutional Research. The college surveyed 1,232 former CTE students who earned a career certificate or associate degree (Completers) and those who took substantial coursework in a CTE program but did not receive an award (Leavers). Students returned 173 surveys for a response rate of 14.0%.

The following points summarize the major findings of the survey study. To view survey and findings in its entirety, visit

http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Reports/Career_Technical_Education/2011CTECompletersLeaversSurvey.pdf

- About 43% of survey respondents had earned an associate or higher degree prior to enrolling at SMC. The large proportion of former CTE students who already have a degree implies that a certificate, degree, or transfer goal may not apply to all students.
- A larger proportion of Leavers (32.7%) reported that the primary reason for attending SMC was to obtain or update job-related skills or for personal enjoyment or self-improvement than Completers (9.3%). The data has implications for using award completion as the sole measure for CTE student success. Nearly one-third of Leavers indicate that their primary educational goal at SMC was not to earn a certificate, degree, or transfer but to obtain or obtain job skills or for professional or personal development. Therefore, it is important to identify other measures of student success.
- Although they left the college without earning a certificate or degree, a large majority of Leavers (84.4%) reported that they were satisfied with the education they received at SMC.
- A large majority of survey respondents reported that the courses at SMC helped them obtain their current job, advance in their current job, improve their job performance, and or improve their overall employability. Disproportionately fewer Leavers reported that SMC helped them on all four points when compared with Completers; however, the percentages of Leavers who indicated that SMC did help them were still high (64% to 76%). Although they did not earn a certificate or degree, a large majority of Leavers reported benefits of attending SMC, including obtaining or advancing in their current employment and improving their job performance and overall employability.
- On average, students reported a gain of \$5.41 in hourly wage when comparing their wages before and after attending SMC.
- Overall, with the exception of dental, survey respondents reported a gain in benefits, including medical, vision, retirement, vacation, and paid sick leave. A fewer proportion of Leavers reported having these benefits after leaving SMC when compared with before their education at SMC; however, Leavers reported a 20% gain in opportunities for pay increases and 27% gain in opportunities for promotion after leaving SMC.
- A large majority of survey respondents reported using general work, computer/technology, interpersonal, reading and writing, and math skills in their current jobs.

This finding has implications for the curriculum of CTE programs. In addition to discipline-specific knowledge and skills, survey respondents reported using soft skills in their jobs on a regular basis.

- Among the options listed for the primary reason Leavers left SMC without earning a certificate or degree, the highest proportions of students (15% each) reported that they did not have enough time for classes or transferred to another college. Twelve or 14% of the respondents indicated that they reached their goal and earned a departmental certificate.

The finding suggests that students who leave SMC may have other reasons besides academics. In addition, a large number of former students reported they left the college because they earned a departmental certificate. Although the Chancellor's Office does not recognize the departmental certificate as a formal award, students recognize it as an achievement.

Emerging CTE Program and Funding Updates

New programs are added in response to emerging industries and careers in our region. Several of these are credit programs that have already begun. Others have completed the curriculum process and will launch in the next academic year. Some have begun as contract education. Programs described below (with the exception of Resource and Recycling Management) are still in the development stage and must complete the curriculum and certificate/degree process. Two have launched in the 2010-2011 academic year and two will launch in 2011-2012. What makes these programs unique and exciting is their inter-disciplinary content and design.

Promo-Pathway

The viewing audience is rapidly changing into a diverse demographic with unique social cultural realities, varied product and programming interests, and divergent ways of using technological platforms. Despite this change and diversified psychographic landscape, marketing departments at many entertainment companies and networks remain in large part ethnically and culturally homogenous, struggling to produce marketing strategies that effectively connect to diverse populations.

This unique education initiative gives young creative talent the opportunity to develop promo-editing-marketing skills. The pathway exposes students to arts education and leads into intensive program focused specifically on promo production. There exists a relative lack of diverse perspectives, experiences, and identities in on and off air, media strategy and planning, PR, communications, promo, graphic design, motion design, broadcast and interactive media. The program is focused on building a sustainable diverse talent pipeline for the media/entertainment marketing industry with strong industry collaboration. The pathway provides basic remediation skills when needed. Santa Monica College is the first institution in the nation to offer this unique degree program.

The Promo Pathway program has been developed with contract education funding provided by South Bay Center for Counseling in association with the industry trade organization Promax. Communication Department chair Frank Dawson has designed the new curriculum and program.

View a short documentary about SMC's first Promo Pathway program produced by Promax on SMC's iTunes U or use the following link: http://www.youtube.com/watch?v=WfcwOtjK_Hk

New classes include:

Broadcasting 20: "Introduction to Writing and Producing Short-Form Media" (CSU)

Broadcasting 21: "Short-Form Visual Media Production" (CSU)

Medical Laboratory Technician (MLT)

A new occupation in California has emerged whose purpose is to alleviate the clinical laboratory workforce shortage, which is by most industry estimates, in a crisis.

Recently licensed by the state of California, the Medical Laboratory Technician (MLT) is being touted as the needed middle step in the clinical laboratory career ladder— bridging the gap between the lower rung jobs of Phlebotomist and Laboratory Assistant and the high rung job of Clinical Laboratory Scientist (CLS), which is most in demand. This creates an opportunity for Santa Monica College because Medical Laboratory Technicians only require a two-year associate degree.

The MLT program has received funding from UCLA Medical Center for nearly \$400,000 for two years. It requires and has strong industry commitment (with UCLA and St. John's Hospitals). Currently only three community colleges in the state are operating an MLT program. The MLT program will be housed in the Life Sciences academic department and will launch in Fall, 2012. New courses include:

MLT 1: "Introduction to Clinical Laboratory Profession" (1 unit, CSU)

MLT 2: "Hematology, Coagulation, Urine and Body Fluid Analysis" (5 units, CSU)

MLT 3: "Blood Banking and Immunology" (5 units, CSU)

MLT 4: "Clinical Chemistry" (5 units, CSU)

Resource and Recycling Management Program

Through a Department of Labor grant, SMC is leading a consortium of community colleges and environmental advocates to provide training and education programs that supports the growth of recycling and resource management industry. The project serves both Los Angeles and Orange County. This training and education program began in July, 2010 with industry not-for-credit training and launched is much anticipated academic program this Fall, 2011. It compliments SMC's sustainable technologies program and is housed in the Earth Sciences Department.

In collaborating with faculty at Irvine Valley College and Golden West College, as well as industry partners, this Community-Based Job Training will likely become a become national model. The program demonstrates SMC's commitment to environmental and ecological responsibility. The new core courses in this program are:

RRM 1: "Introduction to Resource Management" (CSU; Global Citizenship)

RRM 2: "Culture and Zero Waste" (CSU)

RRM 3: "Resource Management and Zero Waste for Communities" (CSU)

RRM 4: "Resource Management and Zero Waste in Business" (CSU)

Homeland Security

Homeland Security is the largest agency in the federal government. Homeland Security/Emergency Management is a program that has the potential for enormous growth and variety, outside of a traditional criminal justice program.

Through the hard work and diligence of a small team of administrative staff led by Al Vasquez, Santa Monica College has been selected to participate in the Transportation Security Agency (TSA) contract training program. Though implementation of the TSA contract training program is pending further negotiations, it is indeed an honor to have been selected to train LAX's Transportation Security Officers (TSOs) as it is the largest base in the nation. TSA training will be the first focus under a larger Homeland Security program envisioned. The curriculum and new certificate of achievement program are currently under development.

The program will to every extent possible, align with existing training academies and universities that offer programs that students can articulate to. Other planned Homeland Security programming could include curriculum in cyber security, emergency management and prevention, and terrorism in a geo-political context.

MAJOR ITEMS OF BUSINESSINFORMATION ITEM G

SUBJECT: **GLOBAL CITIZENSHIP INITIATIVE**

SUBMITTED BY: Superintendent/President

SUMMARY: As much as ever before, it is vital that Santa Monica College continues its mission of educating global citizens. By raising awareness of global diversity and global connections, and by encouraging an ethic of personal responsibility toward one's local and nonlocal communities through understanding and active participation, the college strives to equip its students with the tools and the attitudes they will need to nimbly adapt to a future characterized by recurrent change. These tools include knowledge of the context and the processes by which various types of social, cultural, technological, and environmental change are occurring, as well as an ability to exploit the powerful potential of today's high levels of personal mobility and communication—not just for one's own selfish gain, but in service to others as well.

For the second consecutive year, the SMC community was invited to incorporate a common annual theme in their work. Beginning with "Water" in 2009–2010 and continuing last year with "Food", the annual theme has been quickly integrated into the life of the college. The theme is proving to be an effective tool for raising awareness of Global Citizenship around the campus and promoting thoughtful engagement in the initiative. Especially in the college's highly constrained budgetary environment, the themes provide the best vehicle for both developing and disseminating the idea of global citizenship in a diverse and inclusive way.

This report summarizes the work of the Global Citizenship initiative during the 2010–2011 academic year and concludes with a look ahead to the priorities for 2011–2012. See detailed report in Appendix B.

APPENDIX B: GLOBAL CITIZENSHIP INITIATIVE

We live in an era of global change driven by a thickening and expanding web of global connections. When the original SMC Global Citizenship Task Force was formed in Spring 2007, Facebook had approximately 20 million users; Twitter was only a year old, and both the first iPhone and Android were still several months away from public release. Today, just four years later, smart phones are fast becoming ubiquitous, Facebook's active users number 750 million, and Twitter handles an average of 150 million "tweets" worldwide...per day!¹

These revolutionary changes in the world of personal communication might appear trivial at first glance, at least if one can look past the hundreds of billions of dollars of market capitalization and the tens of thousands of employees accounted for by companies such as Facebook, Twitter, Apple, and Google. Rather than isolated phenomena, however, the changes in mobile communications and social networking are just the latest chapter in an accelerating history of global connections and social and environmental change that one can trace back hundreds of years.² If not obvious before, the tumultuous events of 2011 have reminded us of the transformative times in which we live. A tsunami and nuclear catastrophe triggered by an earthquake in Japan. A contagious debt crisis that has spread from one financial sector to another and one country to another, sickening the world economy in the process. Uprisings on the streets of multiple cities around the world, each one reflecting a different set of causes and intended outcomes—the differences, say, between Tahrir Square and Tottenham—but all of them facilitated by the new grassroots-organization potential of the social network. These are all examples of how events today are rooted in global connections and have consequences that ripple and reverberate around the world, carrying both the promise and the peril of our global age.

As much as ever before, then, it is vital that Santa Monica College continues its mission of educating global citizens. By raising awareness of global diversity and global connections, and by encouraging an ethic of personal responsibility toward one's local and nonlocal communities through understanding and active participation, we strive to equip our students with the tools and the attitudes they will need to nimbly adapt to a future characterized by recurrent change. These tools include knowledge of the context and the processes by which various types of social, cultural, technological, and environmental change are occurring, as well as an ability to exploit the powerful potential of today's high levels of personal mobility and communication—not just for one's own selfish gain, but in service to others as well.

This report summarizes the work of the Global Citizenship initiative during the 2010–11 academic year and concludes with a look ahead to priorities for 2011–12.

Annual Theme

Beginning with "Water" in 2009–10 and continuing last year with "Food", the annual theme has been quickly integrated into the life of the college. The theme is proving to be an effective tool for raising awareness of Global Citizenship around the campus and promoting thoughtful engagement in the initiative. Especially in this highly constrained budgetary environment, the themes provide an effective vehicle for both developing and disseminating the idea of global citizenship in a diverse and inclusive way.

¹ <https://www.facebook.com/press/info.php?timeline> and <http://blog.twitter.com/2011/03/numbers.html> (accessed 26 August 2011)

² J. R. McNeill and William H. McNeill, *The Human Web: A Bird's-Eye View of World History* (New York: W. W. Norton & Company, 2003)

The Global Citizenship Council added two new features to the annual-theme project this second year. First, a campus-wide common book was selected that the entire college community was invited to read and discuss throughout the year. By an almost immediate consensus among the Global Citizenship Council, *Food Rules* by Michael Pollan was selected. The book's brevity and its unorthodox organization made it a very accessible read, across a wide variety of disciplines, but it also made the book a bit of a challenge to incorporate into class projects and campus-wide discussions. With that experience in mind, the English Department was asked to select the common book for 2011–12, and after a great deal of interested and productive discussion, they selected two common reads. As the work of fiction, they chose Hermann Hesse's 1922 novel about one man's quest for happiness, *Siddhartha*; as the work of non-fiction, the department chose the recent bestseller by NPR foreign correspondent Eric Weiner, *The Geography of Bliss: One Grump's Search for the Happiest Places in the World*. Both works promise to offer much potential for discussion this year across a wide range of disciplinary perspectives.

The second innovation related to the annual theme was the development of a new system for selecting each year's theme. The process was opened to a campus-wide vote. Throughout the Fall and the Winter, nominations of prospective themes were solicited from SMC faculty and staff. Early in the Spring, the Council refined the list of suggested themes into seven finalists, which were then put to an online vote. At the end of the voting period, 189 employees and 997 students had submitted their preferences. "Health, Wellness, and the Pursuit of Happiness" came in as the top selection.³

This theme readily connects to the first two themes of Water and Food, but it also provides a welcome change of pace. Especially through the "happiness" component, this theme is not as anchored to material, environmental concerns and readily lends itself to interpretation and examination by the arts and humanities, as well as for better integrating Kinesiology, Nutrition, and Health Sciences into the initiative.

Student Engagement

Thanks in large part to the annual themes, Global Citizenship enjoys a high profile at SMC, especially among faculty and staff. One of the primary rationales behind opening the selection process to a college-wide vote last year was to help raise student awareness of the initiative.

The Global Citizenship Council pursued several different tactics last year. Under the leadership of Jose Cue and Peggy Kravitz, for example, Global Citizenship has been integrated into two major student-orientation projects— Counseling 20 and VIP Welcome Day.

One of the most common responses from students upon first learning about SMC Global Citizenship is, "How do I sign up?" As a result, the Council is developing ways in which students can gain a sense of membership in the initiative. Professor Eric Minzenberg, who advises the vibrant Anthropology Club, served as a liaison to the Inter-Club Council this past Spring. The Council will build on his initial outreach and identify existing and perhaps new clubs that facilitate students taking a leadership role in global citizenship.

To further address students' desire for a sense of membership, and to give it a more academic slant, Cue and Kravitz are now developing a Global Leadership designation that students would earn as a transcript notation for consideration by the Academic Senate. With the tag line, "Promoting service, sustainability, and global awareness," the SMC Global Leadership designation will incorporate a combination of coursework, experiential learning, and service.

³ Individual votes were translated into points, based on whether the theme was selected as the respondent's first, second, or third choice, as well as the weighting factor to give equal influence overall to the student and employee groups. The final tally for the top three themes was: Health, Wellness, and the Pursuit of Happiness = 2099 points; Poverty and Wealth: The Inequities of Globalization = 2063; Consumption and Waste: Are We Drowning in Stuff? = 2057. A complete report on the vote is available at the Global Citizenship website.

Global Citizenship now has two marquee events during the year that highlight student engagement. Toward the end of the Fall semester, the nationally designated International Education Week (IEW) provides a concentration of activities that cross-promote each other. Led by Dean Kelley Brayton and the International Education department, IEW is a time to celebrate SMC's diverse campus community with a collection of lectures, performances, and social events that promote global citizenship generally while also informing students of related curricular and extracurricular opportunities, such as study abroad and local field trips.

Highlights from last year's food-themed IEW included:

- a screening and faculty panel discussion of the 2000 feature film *What's Cooking?*, which explores the connections between food and family through the interwoven story of four Los Angeles Thanksgiving celebrations, each based in a different ethnic heritage: Vietnamese, Mexican-American, African-American, and Jewish.
- three events featuring Najwa Abbas Ahmed, of the United Nations and the Salzburg Global Seminar: a lecture on the conflicts in her native Sudan; a presentation on the experiences of African women in Islamic Societies; and a seminar discussion with students and faculty about the role of the United Nations and how students might get involved with the UN, through internships as well as a possible career path.
- Global Citizenship Day—a celebration on the Quad featuring music, dance, and a multicultural variety of street foods to sample, as well as an international fair of tables providing information about global opportunities offered both on and off campus.

Another effective tool for reaching students is through movies. SMC Film Studies faculty Josh Kanin and Salvador Carrasco have presented a number of globally themed films to the campus community. In Spring 2011, they hosted screenings of two films distributed through the Global Film Initiative (GFI): *Becloud*, a Mexican film about the reunion of three childhood friends in Mexico City after years of separation; and *Ordinary People*, a Serbian film about soldiers engaged in an ethical struggle upon learning that their orders involve the execution of Croatian civilians. SMC's participation in GFI was funded by the Title VIA grant, and includes permanent access to both the 2010 and 2011 GFI collections.

Finally, to keep students and the rest of the campus community engaged in Global Citizenship, the Council continues to utilize social media wherever possible. The Facebook page is attracting new followers all the time, more than tripling in number in the last 12 months. The Council also maintains a Twitter feed, a public Google calendar, and SMC webpages to keep people abreast of events and meetings related to the initiative. The initiative's faculty leader, Pete Morris, has used Facebook also to share articles and reports from around the world that touch on the themes of global connections and global change. There are limitations, however, to using Facebook for this purpose, so in May he created a more robust Global Citizenship blog at Tumblr [sic].⁴

Curriculum and Professional Development

The most effective method for reaching students in the Global Citizenship initiative is to integrate these ideas across the curriculum. This requires knowledge, creativity, and commitment on the part of SMC's faculty.

The Global Studies Associate in Arts degree and Certificate of Achievement, developed by the Interdisciplinary Studies committee, are currently awaiting approval from the Chancellor's office. Two new courses were developed (Global 10, Introduction to Global Studies and Global 95, Experiential Learning in Global Studies) and two courses were revised (Geog/Global 11, World Geography and Pol Sc/Econ/Global 5 Global Political Economy) for this new program of study.

⁴ <https://www.facebook.com/globalsmc>; <https://twitter.com/#!/globalsmc>; <http://globalsmc.tumblr.com/>

During the 2010–11 academic year the following courses were approved by the Curriculum Committee and Academic Senate to fulfill the Global Citizenship Associate degree requirement:

- Envryn/Psych 40, Environmental Psychology
- Envryn/Psych 20, Environmental Ethics
- RRM 1, Introduction to Recycling and Resource Management

The Global Citizenship Associate degree requirement is facing its first challenge as a result of SB 1440. SB 1440 does not permit community colleges to impose any local degree requirements upon students pursuing Associate in Arts-Transfer (AA-T) or Associate in Science-Transfer (AS-T) degrees. In discussions during the year the Curriculum Committee decided that it is not yet time to remove the degree requirement across the board. The hope is that if/when such a decision needs to be made, the ideas and ideals of global citizenship will be so deeply integrated across the SMC curriculum that a degree requirement will no longer be necessary to achieve the curricular goals of the initiative.

As described above, the annual theme has been a powerful vehicle for faculty to integrate global citizenship into their courses across disciplines. The Second Annual Global Citizenship Research Symposium and Tournament—originally developed by Professors of Communication Studies Nancy Grass Hemmert and Nate Brown—demonstrated this cross discipline integration. There were 31 submissions from 70 student participants (there were a few group projects). This included seven in the Speech category, five papers, seven films, eight art/photo submissions, and four dance performances. Approximately 50 audience members attended. Each work was judged by a panel of faculty for its overall quality and illustration of global citizenship. In addition works were judged for their representation of the annual theme for the special President’s Award. The President’s Circle of the SMC Foundation provided cash awards to winners in each category.

None of the curricular developments described above would be possible without a strong commitment to professional development, spearheaded by the Academic Senate. The Professional Development Committee consistently demonstrates support for the Global Citizenship initiative and the annual theme by featuring them prominently at campus-wide Flex Days. In addition there have been numerous events on campus during 2010–11 to enhance professional development, including the Global Connections speaker series as well as the series on culture and food around the world presented by the Modern Languages and Cultures department. SMC faculty also provided several Global Citizenship events using mini-grants funded by the original monies set aside by the Board of Trustees in support of the initiative.

Professional development provides a very good example of how the college has been able to leverage resources to maximize the collective impact. The events described above were sponsored by the District, the SMC Associates, the Foundation, the Senate, and the Title VIA grant.

Study Abroad

SMC values study abroad as an essential part of the Global Citizenship Initiative. Study abroad participants have had an invaluable experience of learning in a foreign context and culture. There were a number of factors that affected Study Abroad during the 2010–11 academic year. For reasons of low enrollment, the programs for both Winter and Summer 2011 sessions were canceled. Despite tireless recruiting in the Fall, none of the three planned Winter programs (to Egypt, Mexico, and South Africa) met their 25-participant minimum. It appears that the weak economy largely is to blame, because all three programs had received inquiries throughout the Fall from interested students only to fall short as deposit deadlines arrived. In previous years, Study Abroad benefited from very generous scholarship support by the Associated Students—as much as \$68,000 for Summer 2010 alone. The A.S. was able to offer only \$20,000 in scholarship support this year—still generous, but not enough to support study-abroad students in this economic climate.

While waiting for the economic situation to improve, the Study Abroad subcommittee has been utilizing this time for collaborative reflection. The committee's co-chairs, Nancy Grass Hemmert and Garen Baghdasarian, produced a preliminary Master Plan for Study Abroad during the 2010–11 academic year. Still in draft form, the Master Plan includes suggestions for planning, developing, recruiting, and supporting the out-bound programs that have thus far defined Study Abroad at SMC, as well as potential new types of offerings, including in-bound study tours for visiting students, and out-bound, not-for-credit study tours for the public at large. The goal is to finalize the Master Plan for Study Abroad this year, built around the following principles:

- **Develop a larger and more predictable pool of scholarship funding.** It is a high priority for SMC that the Study Abroad program represent traditionally underserved populations. This has been successfully achieved in the past largely through the generosity of Associated Students scholarships; by developing additional funding sources, SMC can continue to provide Study Abroad opportunities to a diverse population, while also ensuring that future programs aren't cancelled.
- **Continue the creation of annual Study Abroad centers.** Using successful South Africa and Mexico-based Latin American programs as models, SMC will complete its continuing efforts to create similar centers for Study Abroad in both Turkey and China, with the goal of running at least one program per year in each of the four centers.
- **Develop and offer additional Study Abroad programs to supplement the four centers.** There is demand among both faculty and students for Study Abroad programs in other locations that could be offered on an occasional basis.
- **Create a new Academic Senate Joint Committee on Study Abroad.** This new Joint Committee will be responsible for recommendations regarding program and faculty selection.

Despite the budget-related suspension of SMC Study Abroad programs, there are several international opportunities open to community-college students to pursue. One is the short-term volunteer abroad tours that STA Travel offers in 30 countries with its non-profit partner, Planeterra. Another non-profit, BUNAC, offers similar short-term work abroad programs in the UK, Canada, Australia, New Zealand, Ireland, and France. For students with an interest in German language and culture, the German government offers a full-year work-study internship—the Congress-Bundestag Youth Exchange—specifically designed to provide intense language training along with postsecondary instruction and work experience in the student's chosen career field. Finally, three SMC students in 2010–11 received scholarships to study for a semester at Soonchunhyang University in Korea.

In February 2011, the Title VIA grant funded a site visit for two SMC faculty department chairs to a prospective Study Abroad site in China. Chris Fria, Department Chair of Entertainment Technology, and Perviz Sawoski, Department Chair of Theatre Arts, visited Zhejiang Vocational Academy of Art. They were joined by SMC administrators in Hangzhou and Shanghai to explore potential collaboration in the areas of student and faculty exchange, as well as curriculum design and development. As a result of this visit, a delegation of 12 faculty representing the Zhejiang Vocational College of Arts (ZVC) came to Santa Monica in late July and August to learn about SMC's programs in theatre, dance, broadcast communications and entertainment technology (digital media, animation).

Looking Ahead to 2011–12

SMC enters the fifth year of its Global Citizenship initiative with a great deal of enthusiasm for the year of “Health, Wellness, and the Pursuit of Happiness.” Building on the momentum that has developed around the initiative’s ever-widening core of active participants, efforts will be concentrated in the following areas:

Maintain and continue to develop the annual themes. In just two years, the annual theme has been quickly embraced by the college community. As originally intended, it is proving to be a helpful tool for facilitating creative interaction between faculty across disciplines, and for giving both faculty and students tangible ideas that they can use to connect to the rather abstract notion of global citizenship.

Strengthen awareness among, and participation of, students. As described above, this is a point of emphasis that carries over from last year. In addition to continuing efforts described above, the Council plans to develop a comprehensive marketing plan for the initiative. This will include working closely with student clubs and Associated Students, particularly in developing service-oriented activities.

Expand efforts to include community service. The Academic Senate’s Professional Development Committee made globally aware, locally placed community service a prominent part of the college Flex Day in March. One contact made through those efforts was with the local organization, Big Sunday, which has been organizing a region-wide day of service—now a three-day weekend of service—for more than a decade. By tapping into Big Sunday’s infrastructure for placing volunteers in service projects, which include numerous opportunities for groups to work together, SMC will mobilize a much larger portion of students, faculty, and staff, to participate in this year’s event (May 4–6). In addition, the Council plans to work more closely with the many other clubs and organizations at SMC that already emphasize community service in their activities.

Use the new Democracy Commitment to bring more attention to the “citizenship” part of Global Citizenship. While there is potential tension between the Democracy Commitment’s focus on a nationalized conception of citizenship and the implicit international (or even anti-national) conceptions of global citizenship, this is a productive, creative tension that can be exploited to good effect. Any activities that engage SMC’s students, faculty, and staff in examination and discussion of what it means to be a committed, active 21st-century citizen of the United States will influence, and be influenced by, ideas of our being simultaneously “citizens” of the Planet Earth.

Continue to develop opportunities abroad for students, faculty, and staff. Studying and working abroad is essential to one’s development as a global citizen, and opportunities to do so played a prominent role during the first three years of the Global Citizenship initiative. Budgetary concerns led to a suspension of these programs last year, and moving forward, even if the fiscal situation improves, it is clear that cost will always constrain the number of these opportunities that can be provided. Developing outside funding sources, then, is instrumental toward plans for increasing and improving opportunities abroad.

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.

Santa Monica College

Information Technology Plans for 2012-2013

1. Plan and support the implementation of State student success and e-Textbook initiatives with updated technology solutions.
2. Continues the effort in analyzing, designing, and implementing enhanced automation processes to improve overall operational efficiency and produce cost saving solutions. Planned projects include e-disbursement of financial aid awards and student refund, identity Management system for faculty/staff, SLO data analytical report, and Google apps expansion.
3. Evaluates and develops multi-year implementation plans for virtualization and mobile technology. Plans will include the evaluation/implementation of virtual technology, update of mobile device support and use policy, and staff/faculty training and support.
4. Works with Grant opportunity wherever possible to integrate the College technology plans into the grant activities to leverage and sustain the impact of grant resources.
5. Continues the effort in improving the access, performance, and availability of technology services by updating/replacing required infrastructure, equipment and software.

Technology Objectives 2012-2013

Objective 1 Student Workstation Replacement & Cascading

Plan, evaluate, and recommend student workstation replacement to keep student computer equipment up-to-date. There is a need to replace/update all workstations below Dell GX520 (or equivalent) with either upgraded computers or Virtual desktop solutions. Due to general funding reduction, grants opportunity is desired.

Objective 2 Campus Wide Software Needs

Track and renew maintenance agreements and annual licenses for software shared campus-wide during 12-13, including Microsoft campus agreement, antiviral, and more.

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.15 new computers required for new full-time faculty this year.

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 12-13 are consumables, e.g. projector bulbs.

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.

Objective 6 Department Instructional Technology Needs

Departmental specific software/equipment, include miscellaneous software/equipment, and other technology accessories.

Objective 7 Occupational Program Technology Projects funded via CTE

Technology projects funded as part of the occupational program CTE grant to departmental required software/hardware and innovative classroom effectiveness technology tools. The initiatives this year include Classroom equipment, computers, and storage system for Auto, Cosmetology, CSIS, DSPS, ECE, and AET. For detailed information, contact the CTE program coordinator.

Objective 8 Campus-wide network infrastructure upgrade - continued from 11-12

Complete the implementation phase of College network core switch 10G upgrade in multi-locations, as well as the implementation of WiFi expansion plan to support mobile computing needs. The upgraded design also comes with necessary redundancy (high availability configuration) to maximize network uptime. Also included in the project is a Wifi expansion plan to support the increase demand of mobile computing requirement.

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. While funding source for the project is pending, IT will continue utilizing previous pilot project experiences to evaluate the expansion possibility and propose multi-year implementation plans.

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.

Objective 11 Update College technology policies and procedures to ensure the inclusiveness of latest technology issues

As mobile devices get widely adoption, faculty, staff, and students are bring in their own devices for business productivity and personal use. The College established network/computer use policy requires frequent review and update. This document will assist in educating users on security awareness, technology best practices, and effective usage.

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

The capacity of Drescher Hall 306 data center has reached its physical limits. Plans are developed to build a new data center facility with modernized, energy efficient site infrastructure and server infrastructure to maximize the space utilization. Also included in the plans are Information Technology and Media Services operational areas and staff offices.

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. Webhelpdesk software is purchased to implement an online support system that streamlines IT support procedures and process. Also included is a technology knowledge base to answer staff/faculty technical questions in an efficient self-service environment.

Objective 14 MIS Student Business Process Automation Projects for cost effectiveness

Plan, evaluate, and implement the enhancement or cost saving solutions to improve productivities and cost effectiveness. Planned services include online payment transaction processor migration, student paperless payment disbursement mechanism, e-transcripts, and more enhanced enterprise mobile apps.

Objective 15 Evaluate the feasibility of implement staff/faculty IM and expansion of Google hosted email/apps services to staff/faculty

Research and evaluate the possibility of offering and/or eventually replacing costly staff/faculty email system with Google provided no cost gMail solution.

Objective 16 eText and digital learning material technology evaluation

Evaluate support models of eTextbook adoption plans, courseware integrations, mobile/handheld device, and accessibility to develop a feasible implementation plan to support the needs.

Objective 17 Google Apps service expansion to faculty/staff

Google Apps provides eMail, Docs/Drives, Calendar, and other productivity suite for free services to faculty and staff. There are potential privacy, data confidentiality, and accessibility issues to be considered. However, the tool suite can offer tremendous mobility, efficiency, and potential possibility to replace MS Exchange for cost saving in the future.

Santa Monica Community College District
DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)
SUMMARY OF ACTIONS
2011-2012

During 2011-2012, 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 2011-2012 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

- #114-C Agreement on the final Master Plan for Education 2011-2012 UpdateSeptember 28, 2011
- #118-A Approval of Two Proposed Strategic Initiatives.....April 11, 2012

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

- #111-A Adopted assumptions to be used to prepare the 2011-2012 adopted budget as recommended by the Budget Planning Subcommittee.....August 10, 2011

Goal 4 Sustainable Physical Environment

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

- #120 Approval of AR 6335, Santa Monica College Sustainable Building Principles June 13, 2012
- #121 Approval of BP 6320 (deleted) and 6335 (revised) June 27, 2012
- #122 Approval of Sustainable Transportation Report.....June 27, 2012

Goal 5 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.

- #112-A Approval of District-Wide Code of EthicsAugust 10, 2011
- #117-A Objection to not playing a part in planning open-enrollment contract education programMarch 28, 2012

Organizational Functions

#113-C Approval of the DPAC 2010-2011 Annual Report.....August 10, 2010
#115-C Formation of Strategic Planning Task Force..... September 28, 2011
#116-A Approval of *Vision, Mission and Goals* Statement.....March 14, 2012
#119-A Election of Vice-Chair, 2012-2013 June 13, 2017

Santa Monica College
DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)

