A meeting of the Santa Monica Community College District Planning and Advisory Council (DPAC) is scheduled to be held on Wednesday, **June 23, 2014** at 3:00 p.m. at Santa Monica College, Drescher Hall Room 300-E (the Loft), 1900 Pico Boulevard, Santa Monica, California.

I.   <u>Call to Order</u>

II.   <u>Members</u>

Randal Lawson, Administration, Chair Designee
Georgia Lorenz/Teresita Rodriguez, Administration Representative

Bob Dammer, Management Association President
Katharine Muller, Management Association Representative

Eve Adler, Academic Senate President, Vice-Chair
Janet Harclerode, Academic Senate Representative

Mitra Moassessi, Faculty Association President
Peter Morse, Faculty Association Representative

Robert Hnilo, CSEA Representative
Leroy Lauer, CSEA Representative

Associated Students President
Associated Students Representative

III. Review of Minutes: July 9, 2014

IV.   Agenda
Public Comments
Individuals may address the District Planning and Advisory Council (DPAC) concerning any subject that lies within the jurisdiction of DPAC by submitting an information card with name and topic on which comment is to be made. The Chair reserves the right to limit the time for each speaker.

A.   Master Plan for Education Update 2014-2015:
  • Review Draft of Board Goals and Priorities, 2014-2015
  • Review 2014-2015 Technology Objectives
  • Continue review of Responses to 2013-2014 Institutional Objectives and identified 2014-2015 Institutional Objectives
  • Writing Assignments

B.   DPAC Annual Report, 2013-2014

V.	Adjournment
	Meeting schedule through June, 2015 (second and fourth Wednesdays each month at 3 p.m.)

2014
August 13, 27
September 10, 24
October 8, 22
November 12, 26
December 10

2015
January 14, 28
February 11, 25
March 11, 25
April 8, 22
May 13, 27
June 10, 24

VI.	Council of Presidents Meeting
	The Council of Presidents will set the agenda for the August 13, 2014 DPAC meeting.

MASTER PLAN FOR EDUCATION UPDATE, 2014-2015
Responses to 2013-2014 Institutional Objectives

OBJECTIVE 1
To develop definitions and templates for planning processes and outcomes assessment to ensure data interpretation and planning recommendations align based on consistent standards.

OBJECTIVE 2
To allocate resources sufficient to support the ongoing maintenance of technology, equipment, and facilities.

OBJECTIVE 3
To incorporate flexibility in all facilities planning and resource allocation processes to allow for nimble responses to future changes.

OBJECTIVE 4
Develop tools to assess students' level of engagement in the education process and use assessment data to look at the relationship between student engagement and retention, perseverance, and student success.

OBJECTIVE 5
To further implement the Institutional Imagination Initiative (I^3) by demonstrating acknowledgment of and support for innovative thinking, first by identifying current creative projects/initiatives in progress

OBJECTIVE 6
To conduct a quantitative study examining the external variables impacting the College's performance relative to the Institutional Effectiveness Dashboard, including the identification of variables that can be controlled by the College, in order to deepen institutional understanding of the factors that affect student success and appropriately direct efforts to improve institutional performance.

OBJECTIVE 7
To develop and implement plans to improve the College's safety and emergency preparedness systems and procedures.

OBJECTIVE 8
To develop and implement strategies to improve and maintain the college's facilities and overall physical environment

OBJECTIVE 9
To develop a plan to implement EMERGE, the SMC Information, Communication, Technology and Entertainment (ICTE) Initiative to align education with emerging careers and entrepreneurial ventures in the local and regional economy.

OBJECTIVE 1 To develop definitions and templates for planning processes and outcomes assessment to ensure data interpretation and planning recommendations align based on consistent standards.		*Responsible Area(s)* Enrollment Development/ Institutional Research Institutional Effectiveness Committee Program Review Committee	
☑ Completed	❏ Substantially Completed	❏ Addressed	❏ Not Addressed *(include reason if checked)*

RESPONSE

The attached chart of definitions has been drafted by representatives of the Program Review and Institutional Effectiveness committees to help maintain consistency of terms in planning documents. Instances when terms can mean different things depending on reporting parameters are indicated. These differences apply primarily to maintaining compliance with external reporting requirements.

It was determined that there were enough differences between planning processes that a single template would not apply, so that component of the objective was found to be not applicable. However, as the new online program review annual report is implemented, special efforts will be made to create a template for disseminating the "all programs" reports generated to the appropriate planning bodies.

Historically, planning documents produced annually by the different institutional planning bodies have been living documents with the various groups reviewing the process and format for creating the documents and making changes to each on a regular basis. These changes can be made as a result of planning body review, input from other planning bodies, and/or feedback from DPAC. An example would be the evolution of the annual report from the Program Review committee.

Every year, the Program Review Committee reviews the process and the prompts to which programs respond. The executive summary sent to each program has expanded to include a section on program evaluation and specific reference to SLO assessment. Development of the online process and an annual template generated significant changes. Input from the Institutional Effectiveness Committee also resulted in changes in the process, documentation, and reporting.

OBJECTIVE 2	*Responsible Area(s)*
To allocate resources sufficient to support the ongoing maintenance of technology, equipment, and facilities.	Business and Administration Academic Affairs Student Affairs Enrollment Development Information Technology DPAC/Budget Subcommittee

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

RESPONSE

For the third year in a row, the College funded maintenance of technology, instructional equipment, and facilities in the general fund. For 2013-14, the total amount was $368K, with $250K allocated for technology and $62.5K allocated for instructional equipment and $56.25K allocated for facilities maintenance. Additionally, the College received $438K in one-time monies for instructional equipment and deferred maintenance. This amount was divided evenly between the programs.

For 2014-15, the State is providing approximately $2.8M for deferred maintenance and instructional equipment. The College has flexibility in dividing the funds. These monies would relieve the general fund of providing total support of these two programs as it has done in the years when the State did not provide the funds.

In addition, the College is developing a multi-year replacement schedule and budget for its technology needs.

OBJECTIVE 3			*Responsible Area(s)*
To incorporate flexibility in all facilities planning and resource allocation processes to allow for nimble responses to future changes.			Facilities Planning Department DPAC Facilities Subcommittee
❑ Completed	☑ Substantially Completed	❑ Addressed	❑ Not Addressed *(include reason if checked)*

RESPONSE

For future building designs, and starting with the current design process for the Student Services project, the College is planning for spaces that can easily be reconfigured as changes in function occur over the years. Through the use of flexible design methods including open floor space, modular furniture, and wireless networking, a variety of future needs can be accommodated without the expense or disruption of a major remodeling project.

OBJECTIVE 4			*Responsible Area(s)*
Develop tools to assess students' level of engagement in the education process and use assessment data to look at the relationship between student engagement and retention, perseverance, and student success.			Academic Affairs Student Affairs Enrollment Development Academic Senate DPAC
☑ Completed	❑ Substantially Completed	❑ Addressed	❑ Not Addressed *(include reason if checked)*

RESPONSE

At the end of the 2012-13 academic year, the College adopted ILO #5, Authentic Engagement. With its adoption, the College committed to enhancing student success by fostering among students a level of engagement that enables and motivates the integration of acquired knowledge and skills beyond the classroom and college-based learning experiences. The competencies supporting this outcome include: a) interest (enjoyment of the learning process), b) valuing the academic task beyond the task itself, c) self-efficacy/empowerment (belief in one's abilities to achieve a goal or an outcome), and d) professional relevance (application of course content to possible professional life). In assessing ILOs in classrooms and counseling sessions during 2013-2014, departments were asked to develop appropriate assessments to measure ILO #5. Several departments, including Health Sciences, Business, Photography/Fashion, Theatre Arts, Physical Sciences, Dance, Early Childhood Education, Earth Sciences, Counseling, and Philosophy and Social Sciences developed and mapped SLO assessments to ILO #5 in at least some of their courses. These data will be reviewed by the Institutional Effectiveness Committee and, the IE Committee will look at the relationship between authentic engagement and key student success measures.

During the 2013-14 academic year, the College developed and piloted (with approximately two hundred students) a new college coaching program called YOU+1. The YOU+1 program is designed to help students tap into supportive people they have in their lives and to help those people provide them the best social support possible. YOU+1 sent weekly or bi-weekly emails to +1's to share suggestions in the forms of videos, articles and helpful messages about how to support the students throughout the semester. Institutional Research developed and implemented two assessment tools— focus group discussions and a survey—to evaluate the pilot in terms of student success measures. These were administered at the end of the spring semester. Responses to the focus group discussion questions were shared with the GRIT workgroup. Institutional Research will present the survey results to the GRIT work group during the summer of 2014. These data sets will be used to inform revisions as the College continues this program in the fall.

OBJECTIVE 5			*Responsible Area(s)*
To further implement the Institutional Imagination Initiative (I³) by demonstrating acknowledgment of and support for innovative thinking, first by identifying current creative projects/initiatives in progress			DPAC Academic Affairs Student Affairs Enrollment Development Resource Development Group
☑ Completed	❏ Substantially Completed	❏ Addressed	❏ Not Addressed *(include reason if checked)*

RESPONSE
An initial list of sixteen innovative projects was compiled and presented to DPAC at the October 23, 2013 meeting. The list has been regularly refined and updated throughout the year, and versions of the list were shared at DPAC meetings in February 2014 and June 2014. At the request of DPAC members, reports were presented during the year on two of the initiatives—EMERGE and the SMC/Bath Spa University Collaboration.

OBJECTIVE 6			*Responsible Area(s)*
To conduct a quantitative study examining the external variables impacting the College's performance relative to the Institutional Effectiveness Dashboard, including the identification of variables that can be controlled by the College, in order to deepen institutional understanding of the factors that affect student success and appropriately direct efforts to improve institutional performance.			Enrollment Development/Institutional Research Institutional Effectiveness Committee
☑ Completed	❏ Substantially Completed	❏ Addressed	❏ Not Addressed *(include reason if checked)*

RESPONSE

In spring 2014, the Institutional Effectiveness Committee designed a study investigating the impact of student engagement and behaviors on likelihood of student success and achievement while controlling for the effects of students' background characteristics. The study focused on examining the factors impacting student performance on five Key Indicators of the Institutional Effectiveness Dashboard:

- Persistence Rate,
- Transfer Rate,
- Basic Skills Course Improvement Rate,
- Basic Skills Course Transition Rate, and,
- Career Technical Education (CTE) Rate.

The study was completed by the Office of Institutional Research in June 2014. The findings of the study identified the student qualities and variables that positively or negatively impacted the likelihood of achieving the outcome of interest. For example, the study found that even when controlling for student background variables such as ethnicity/race, educational goal, and low income status, first-time freshmen who visited any counseling center in their first year were 175% more likely to persist than freshmen who did not.

The findings of the study will be shared and discussed with the Institutional Effectiveness Committee and other campus constituencies in fall 2014.

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Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2014-2015 UPDATE
RESPONSES TO 2013-2014 INSTITUTIONAL OBJECTIVES

OBJECTIVE 7 To develop and implement plans to improve the College's safety and emergency preparedness systems and procedures.	*Responsible Area(s)* Student Affairs Campus Police Academic Senate CSEA Emergency Preparedness Committee Network Services

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

RESPONSE

Emergency Preparedness Task Force
The Emergency Preparedness Taskforce (EPTF) was created to assess the emergency procedures at the College. The group met twice a month during 2013-2014 and was comprised of students, staff, faculty, and managers. The goal of the EPTF was to review the Emergency Preparedness (EP) Policies and Procedures for Santa Monica College and to make recommendations to the Superintendent/President in the areas of:

 A.   Access to Information
 B.   Addressing Feedback and Concerns from the College Community
 C.   Roles for Disaster Services Workers
 D.   Education of Students
 E.   Trainings and Simulations

A.   **Access to Information**
    The EPTF made recommendations regarding classroom emergency procedures charts, dissemination of an Emergency Preparedness Booklet, the Emergency Preparedness Website, monthly college updates, and including emergency procedures in the Student Handbook and Planner

B.   **Addressing Feedback and Concerns from the College Community**
    During the Fall Opening Day on August 22, 2013, the college community was given the opportunity to ask questions about Emergency Preparedness Procedures. The EPTF addressed the questions and concerns and posted the responses on the SMC Emergency Preparedness Website.

C.   **Roles for Disaster Services Workers (What is Your Role?)**
    The role of Disaster Service Workers has clearly been defined for all college employees. During the Fall 2013 Opening Day, all attendees received a handout that outlined their role in the event of an emergency. All new employees will receive the document in their orientations, and it is now posted on the College's Emergency Preparedness Website.

D.   **Education of Students**
    The EPTF discussed a variety of opportunities to educate students about Emergency Preparedness Procedures, including VIP Welcome Day, course syllabi, classroom discussions, and keeping contact information updated through Admissions and Records.

E. **Trainings and Simulations**

Ongoing training has been made available to all college employees. On the EP Website, the *Run, Hide, Fight* video simulation remains available to the college community. Emergency Preparedness trainings, conducted by the SMC Police Department, have been offered every Friday since the beginning of the Fall semester. In addition, the Santa Monica College Police Department, in conjunction with the Santa Monica Police Department, continues to conduct ongoing trainings in the areas of active shooter, evacuation scenarios, and natural disasters. Senior staff members have been trained on the usage of the new notification system. Each member has the capability to launch emergency notifications from smartphone devices and desktop computers.

Building Monitors- Building Monitors play a critical role during and after an emergency on campus. Individuals are assigned to this responsibility prior to an incident. Monitors were chosen for their availability, office location, and willingness to participate in trainings and drills. Acting as liaisons between Administration and the Emergency Operations Center, building monitors are responsible for the safety of individuals and property in their area of responsibility. Building monitors will manage evacuations, check assigned areas, and coordinate emergency operations as necessary.

Infrastructure Review Group

The Infrastructure Review Group included representatives of Campus Police, Telecom, Information Technology, Media Services, Facilities, Campus Counsel and Grounds. This group met on a weekly basis to review the College's emergency infrastructure and the notification system and to update the District's Emergency Operations Plan (EOP).

In response to feedback from the college community, the District formed a partnership with NEXUS and Singlewire companies to increase the number of classroom phones and to convert existing phones into notification devices. In addition, PA notification towers were activated and installed throughout the main campus and satellite locations. An emergency phone line and social media system has been established to provide direct communication in the event of an emergency. The SMCAlerts system is comprised of a message hotline number (310-434-4301), website updates, and Twitter announcements. During an emergency on campus, these systems, along with college dispatch, will be used as information media for the community.

MDC Engineers worked with Campus Police, Network Services/Telecom, and Facilities/LPI to examine existing buildings and equipment and identify potential locations for new cameras, speakers, alarms, and door hardware and recommended appropriate security solutions.

OBJECTIVE 8	*Responsible Area(s)*
To develop and implement strategies to improve and maintain the college's facilities and overall physical environment.	Business and Administration/ Facilities Maintenance Academic Senate Management Association Associated Students Faculty Association CSEA

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

RESPONSE

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2014-2015 UPDATE
RESPONSES TO 2013-2014 INSTITUTIONAL OBJECTIVES

OBJECTIVE 9	*Responsible Area(s)*
To develop a plan to implement EMERGE, the SMC Information, Communication, Technology and Entertainment (ICTE) Initiative to align education with emerging careers and entrepreneurial ventures in the local and regional economy.	Academic Affairs

Academic Senate |

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

RESPONSE

EMERGE was developed in response to shifting labor and educational demands in the areas of Information, Communication, Technology and Entertainment (ICTE). The primary goal is to develop targeted career pathways and to increase certificate and degree completions in ICTE programs. Contextualized coursework and project-based learning are examples of key components of this model. A committee consisting of faculty and administrators convened numerous times in large and small groups to develop a comprehensive plan that involves multiple SMC departments and programs. These multi-disciplinary/departmental stakeholders have all been involved in the planning process. Implementation is to begin in Summer 2014. Below is a brief description of 2013-14 activities, primarily funded by Perkins IV:

- Designed and published a labor market study conducted by economists at EMSI. The report entitled *SMC Supply and Demand for ICT Occupations* is an industry and education "gap analysis." The report was designed to ensure alignment between SMC programs and the labor demands of ICTE industries. It confirms that there are numerous opportunities for SMC to expand current programs and to develop new interdisciplinary pathways to serve growing job demands in the regional economy.
- The EMERGE framework served as a model for a successful grant award of the new AB 86 California Pathways Trust funds. A regional consortium was developed and named LA-HITEC. It includes eight community colleges and thirty high schools in LA, as well as various external partners. LA-HITECH will receive $15 million to increase completions and job readiness in ICTE occupations.
- SMC has secured nearly $2 million over the next 5 years from LA-HITECH to strengthen off-campus relationships and develop college infrastructure for EMERGE and career pathways success. SMC will work closely with West LA College (also awarded) and four SMC feeder high schools over the next five years to align curriculum for more seamless transitions to SMC in selected ICTE disciplines.
- Employer engagement was strengthened by recruiting a President's Advisory Council comprised of senior-level executives from Westside technology companies and emerging start-up firms. The first meeting is planned for September 2014.
- Delivered multiple presentations to Academic Senate committees, the Academic Senate Executive Committee, DPAC, and the SMC Counseling Department to elicit stakeholder needs and buy-in for the EMERGE framework.
- Formed strong documented formal agreements for pathway development with business, secondary and community partners.
- Utilized the launch of Promo Pathway III, with its innovative and interdisciplinary design, business partnerships and successful student outcomes, to serve as a planning model for sustaining pathway programs by harnessing business and institutional financial support after grant funding periods have ended.