MASTER PLAN FOR EDUCATION

CHANGING LIVES IN
THE GLOBAL COMMUNITY
THROUGH EXCELLENCE
IN EDUCATION

Achieving the Santa Monica College Vision

SANTA MONICA COLLEGE

SANTA MONICA COMMUNITY COLLEGE DISTRICT
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Addenda

Santa Monica Community College District
MASTER PLAN FOR EDUCATION UPDATE, 2014-2015

In 1997, the College adopted its first formal *Master Plan for Education*, and the plan has been reviewed and updated in each subsequent year. In accordance with the College's planning process, the document is extensively revised every five years as part of the long-term strategic planning process. This includes a review of the College's Vision, Mission, and Goals statements as well as the identification of long-term strategic initiatives to inform the annual identification of institutional objectives. This last occurred in Fall 2011, and the strategic planning summary was included in the 2013-2014 *Master Plan for Education* Update.

This most recent strategic planning effort resulted in two new strategic initiatives—GRIT (Growth/Resilience/Integrity/Tenacity) and I^3 (Institutional Imagination Initiative). To address the concern of the Strategic Planning Task Force that it should not appear that the four previous strategic initiatives—Basic Skills, Global Citizenship, Sustainable Campus, and Career Technical Education—have been in any way "abandoned" to make way for the new 2012-2017 strategic initiatives, the District Planning and Advisory Council (DPAC) agreed that the four 2006-2011 institutional objectives would continue to be "tracked" in the annual *Master Plan for Education* update process of developing and evaluating institutional objectives.

This 2014-2015 *Master Plan for Education* update includes documentation of DPAC's evaluation of the responses to the 2013-2014 institutional objectives, categorizing each as Completed, Substantially Completed, Addressed, or Not Addressed. (100% of the nine 2013-2014 institutional objectives were judged to be either Completed [67%] or Substantially Completed [33%].) In an effort to make this planning document more complete and a more useful reference, a number of related planning documents are included as addenda:

- Strategic Initiatives
- Program Review Planning Summary
- 2014 Annual Report on Institutional Effectiveness
- Board of Trustees Goals and Priorities
- Presentations/Reports/Actions at Board of Trustees Meetings related to Board Goals and Priorities, Strategic Initiatives/College Priorities, 2007-2008 – 2013-2014
- Eight-Year Study of Institutional Objectives Mapped to Strategic Initiatives/College Priorities and Level of Completion
- Academic Senate Objectives
- DPAC Annual Report Summary
- *Master Plan for Technology* Annual Update
- *Master Plan for Facilities* Executive Summary

In preparation for formulating institutional objectives for 2014-2015, the District Planning and Advisory Council reviewed the major planning documents referenced above and developed numerous draft institutional objectives from the recommendations in these documents. The college vice presidents consulted with appropriate faculty and staff within their divisions prior to preparing a draft of objectives to be reviewed by the District Planning and Advisory Council (DPAC). All constituent groups represented on DPAC were also asked to submit proposed objectives for consideration, and DPAC's discussion of the draft document resulted in a refinement of the combined list, with an emphasis upon limiting the number of objectives to those that are truly institutional in scope, measurable, and focused upon specific outcomes.

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

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.
- Students will demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Supporting Goals

Innovative and Responsive Academic Environment

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

Supportive Learning Environment

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

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

Stable Fiscal Environment

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

Sustainable Physical Environment

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

Supportive Collegial Environment

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

Approved by DPAC: 3/14/2012
Approved by Board of Trustees: 4/3/2012
Revised 6/2013 (ILO #5 approved by Academic Senate)

Santa Monica Community College District
Master Plan for Education Update

Institutional Objectives, 2014-2015

Number	Institutional Objective
#1	To develop the 2016 Accreditation Self-Evaluation Report and incorporate findings into institutional planning.
#2	To develop and implement strategies to improve the CTE completion rate.
#3	To complete, enhance, and make consistent the systems for documentation and storage of outcomes assessment results to ensure convenient access.
#4	To develop and implement strategies to improve the achievement of African American and Latino students in order to reduce the student equity gap.
#5	To develop and implement strategies to address the "softening" of enrollment demand.
#6	To identify and address logistical challenges facing students using instructional support services.
#7	To conduct an assessment of the College's compliance with ADA Section 508 requirements and develop a plan to address any findings.
#8	To define and assess the College's capital improvement needs relative to the Facilities Master Plan.
#9	To expand piloted GRIT strategies (You+1; SuccessNavigator) to accommodate increased student participation and to develop an infrastructure to support experiential/service learning.
#10	To enhance the documentation and review process for Institutional Imagination Initiative (I^3) projects to include implementation and assessment results.

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

OBJECTIVE 1 To develop the 2016 Accreditation Self-Evaluation Report and incorporate findings into institutional planning.	*Responsible Area(s)* **Accreditation Steering Committee** Primary Contact: Eve Adler

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

Addresses the following College Priorities and Strategic Initiatives
  ❑ Basic Skills ❑ Global Citizenship ❑ Sustainable Campus ❑ Career Technical Education
  ❑ GRIT   ❑ Institutional Imagination (I³)

Relates to the following recommendations and objectives:
  ❑ Board of Trustees Goals and Priorities
  ❑ Program Review Recommendations
  ❑ Institutional Effectiveness Committee Recommendations
  ❑ Academic Senate Objectives
  ☑ Other (please indicate) College Priority – Accreditation 2016

Methods to Accomplish the Objective:

- Establish organizational structure and master schedule for Accreditation Steering Committee and Standard Subsection co-chairs.
- Develop and implement methods for ensuring that the entire campus community is involved in the process of self-evaluation and understands the process and purpose of accreditation.
- Provide training via events such as opening day, institutional flex day, etc.
- Develop drafts for each standard.
- Ensure that self-evaluation evidence and information that requires public disclosure is posted to the web.
- Collect and organize hard-copy evidence for the visiting team.

Anticipated Outcomes:

By June 2015, all standard committees will have submitted drafts to, and received critiques from, the Accreditation Steering Committee. Presentations will have been made to the campus community at the Opening Day, Institutional Flex Day and other appropriate college events.

Estimated Cost:	*Funding Source:* ☑*Existing* ❑ *Potential*

OBJECTIVE 2 To develop and implement strategies to improve the CTE completion rate.	**Responsible Area(s)** **Academic Affairs – Career Technical Education** **Institutional Research** **Academic Senate Joint Institutional Effectiveness Committee** **Academic Senate Joint Career Technical Education Committee** Primary Contact: Frank Dawson

Map to Institutional Learning Outcomes Supporting Goals

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

Addresses the following College Priorities and Strategic Initiatives

- ❑ Basic Skills   ❑ Global Citizenship   ❑ Sustainable Campus   ☑ Career Technical Education
- ❑ GRIT   ❑ Institutional Imagination (I³)

Relates to the following recommendations and objectives:

- ☑ Board of Trustees Goals and Priorities (#3)
- ❑ Program Review Recommendations
- ☑ Institutional Effectiveness Committee Recommendations (#1)
- ❑ Academic Senate Objectives
- ❑ Other (please indicate)

Methods to Accomplish the Objective:

1. The CTE programs will work with Management Information System to ensure the accuracy of capturing CTE completions.
2. The CTE programs will work with the Curriculum Committee to convert departmental certificates into Chancellor's Office approved certificates.
3. The CTE programs will collaborate with the Counseling Department to identify the counseling support needed by potential and current CTE students.
4. The CTE programs will develop and implement an innovative, technology-based marketing plan in order to increase student awareness of CTE programs.
5. The CTE programs will develop career pathways that are relevant, responsive to workforce needs, and easy to navigate for students.
6. The CTE programs will work with Enrollment Development to establish an auto-award process for students who have successfully completed the requirements for a CTE certificate or degree.

Anticipated Outcomes:

Increase in CTE certificates and associate degrees awarded.

Estimated Cost:	*Funding Source:* ☑ *Existing* ❑ *Potential*

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OBJECTIVE 3 To complete, enhance, and make consistent the systems for documentation and storage of outcomes assessment results to ensure convenient access.	*Responsible Area(s)* **Institutional Research** **Management Information Systems** **Academic Senate Joint Institutional Effectiveness Committee** Primary Contact: Hannah Lawler

Map to Institutional Learning Outcomes Supporting Goals

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

Addresses the following College Priorities and Strategic Initiatives
    ❏ Basic Skills   ❏ Global Citizenship   ❏ Sustainable Campus   ❏ Career Technical Education
    ❏ GRIT   ❏ Institutional Imagination (I³)

Relates to the following recommendations and objectives:
    ☑ Board of Trustees Goals and Priorities (#1)
    ☑ Program Review Recommendations (#11)
    ☑ Institutional Effectiveness Committee Recommendations (#5)
    ❏ Academic Senate Objectives
    ❏ Other (please indicate) _____

Methods to Accomplish the Objective:

A workgroup comprising representatives from the Offices of Institutional Research, Management Information Systems and the Academic Senate Joint Institutional Effectiveness Committee will be convened to identify and implement an online content repository tool to store outcomes assessment data and results for the non-instructional and non-counseling programs (all administrative and some student service programs).

Anticipated Outcome:

Outcomes assessment results for all programs will be accessible online.

Estimated Cost:	*Funding Source:* ☑*Existing* ❏ *Potential*

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OBJECTIVE 4 To develop and implement strategies to improve the achievement of African American and Latino students in order to reduce the student equity gap.	*Responsible Area(s)* **Academic Affairs** **Student Affairs** **Student Equity Task Force** **Institutional Research** Primary Contact: Georgia Lorenz

Map to Institutional Learning Outcomes Supporting Goals

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

Addresses the following College Priorities and Strategic Initiatives

☑ Basic Skills   ☐ Global Citizenship   ☐ Sustainable Campus   ☐ Career Technical Education
☑ GRIT   ☐ Institutional Imagination (I³)

Relates to the following recommendations and objectives:

☑ Board of Trustees Goals and Priorities (#2)
☑ Program Review Recommendations (#18 and #19)
☑ Institutional Effectiveness Committee Recommendations (#5)
☑ Academic Senate Objectives
☐ Other (please indicate) _____

Methods to Accomplish the Objective:

Establish a standing committee on Student Equity. This committee will be responsible for the following:

- Develop, write, and submit the Student Equity Plan in November 2014 and submit the annual update in Spring 2015.
- Raise campus awareness about the achievement gap at Santa Monica College (SMC).
- Engage in qualitative and quantitative inquiry into indicator C of the plan, "ESL and Basic Skills Completion," in order to determine the most effective intervention(s) and activities to impact African American and Latino/a completion rates.
- Identify barriers and develop institutional processes to improve the CTE degree/certificate completion rates for African American and Latino/a students.
- Collaborate with the Center for Teaching Excellence to develop professional development for faculty related to the achievement gap and culturally responsive teaching methods.
- Strengthen instructional support services and improve the frequency of use by African American and Latino/a students.

Anticipated Outcomes:

- Submission of the Board approved Student Equity Plan in November 2014 and the annual update in Spring 2015.
- Focused, campus wide professional development for faculty related to the achievement gap at SMC.
- A research report on indicator C with proposed interventions and activities to begin in the 2015-16 academic year.
- Improvements in the frequency of use of instructional support services by and course outcomes for African American and Latino/a students.
- Improvements in the CTE completion rate for African American and Latino/a students.

Estimated Cost: costs will be covered by the Student Equity Plan monies; amount unknown	*Funding Source:* ☑ *Existing* ☐ *Potential*

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OBJECTIVE 5	*Responsible Area(s)*
To develop and implement strategies to address the "softening" of enrollment demand.	**Enrollment Development** **Academic Affairs** Primary Contact: Teresita Rodriguez

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

Addresses the following College Priorities and Strategic Initiatives
　　☐ Basic Skills　　　☐ Global Citizenship　　☐ Sustainable Campus　　☐ Career Technical Education
　　☐ GRIT　　　　　☐ Institutional Imagination (I³)

Relates to the following recommendations and objectives:
　　☐ Board of Trustees Goals and Priorities
　　☑ Program Review Recommendations (#29, #31)
　　☐ Institutional Effectiveness Committee Recommendations
　　☐ Academic Senate Objectives
　　☑ Other (please indicate)　College Priority

Methods to Accomplish the Objective and Anticipated Outcomes:

Current practices will be reviewed and new strategies developed in the following areas: MIS tools, Outreach, Enrollment Services, Counseling, Course Scheduling, International Education.

Examples of current practices to be reviewed will include the following: Expansion of the First Year Experience; implementation of a Summer Bridge and Summer Jams program; implementation of new enrollment priorities; increased communication with students and feeder high school counselors; increased "admitted student days;" more intrusive counseling and increased follow up; changes in fee payment policies and restricted enrollment period; and earlier packaging and awarding of student financial aid.

Estimated Cost:	*Funding Source:*　　☑*Existing*　　☐ *Potential*

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OBJECTIVE 6	*Responsible Area(s)*
To identify and address logistical challenges facing students using instructional support services.	**Academic Affairs** Primary Contact: Georgia Lorenz

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

Addresses the following College Priorities and Strategic Initiatives

    ☑ Basic Skills   ❑ Global Citizenship   ❑ Sustainable Campus   ☑ Career Technical Education
    ❑ GRIT   ❑ Institutional Imagination (I³)

Relates to the following recommendations and objectives:
    ❑ Board of Trustees Goals and Priorities
    ☑ Program Review Recommendations (#20, #21)
    ❑ Institutional Effectiveness Committee Recommendations
    ❑ Academic Senate Objectives
    ❑ Other (please indicate) _____

Methods to Accomplish the Objective:

- Engage in research, both qualitative and quantitative, to assess the logistical challenges for student use of instructional support services such as tutoring and supplemental instruction.
- Develop a plan for resolving these challenges.
- Establish a short term task force to address the tutoring needs in the math lab.
- Develop marketing materials to communicate to students how and where to use instructional support services.

Anticipated Outcomes:
- Proposal(s) to resolve the logistical challenges for student use of tutoring and supplemental instruction.
- Improvement in student knowledge about tutoring, supplemental instruction, and other instructional support services.
- Increase in the frequency of use of both tutoring and supplemental instruction.

Estimated Cost:	*Funding Source:* ☑*Existing* ❑ *Potential*

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OBJECTIVE 7 To conduct an assessment of the College's compliance with Section 508 requirements and develop a plan to address any findings.	*Responsible Area(s)* **Web Content/Digital Marketing** **Information Technology** **Disabled Students Programs and Services** Primary Contact: Ron Furuyama

Map to Institutional Learning Outcomes Supporting Goals

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

Addresses the following College Priorities and Strategic Initiatives
  ❑ Basic Skills   ❑ Global Citizenship   ❑ Sustainable Campus   ❑ Career Technical Education
  ❑ GRIT   ❑ Institutional Imagination (I³)

Relates to the following recommendations and objectives:
  ❑ Board of Trustees Goals and Priorities
  ☑ Program Review Recommendations (34)
  ❑ Institutional Effectiveness Committee Recommendations
  ❑ Academic Senate Objectives
  ❑ Other (please indicate) _____

Methods to Accomplish the Objective:

1. Hire consultant to provide initial training and consultation on Section 508 requirements.
2. Recommendation to DPAC Technology Committee to develop a work group to identify Section 508 concerns.
3. Address Section 508 and develop a plan for each college department or area that addresses the following;

   A. Acquisition of new materials, ensuring they are compliant. (including the but not limited to the following areas, Academic Affairs, Student Affairs, Purchasing, Library and Learning Resources, Bookstore, MIS/IT/ Telecommunications and Media Services)
   B. Ensure that the development of new materials, including publications, coursework and course materials, for both on-ground and on-line classes, textbooks and related classroom materials are compliant
   C. Maintenance of current technology and electronic information, including but not limited to publications dissemination and broadcasting of information, website content and digital marketing and
   D. Training of current and new employees to ensure Section 508 conformity in the following areas;

      • software applications and operating systems
      • web-based information or applications
      • telecommunication products
      • video and multimedia products
      • self contained, closed products (e.g., information kiosks, calculators, and fax machines)
      • desktop and portable computers
4. Develop policies and procedures for handling Section 508 inquiries or complaints.

Anticipated outcomes:
1. Improved understanding campus wide of Section 508

Estimated Cost:	*Funding Source:* ☑ *Existing* ❑ *Potential*

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

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OBJECTIVE 8

To define and assess the College's capital improvement needs relative to the Facilities Master Plan.

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Responsible Areas
DPAC Facilities Committee
Facilities Planning
Facilities Maintenance and Operations

Involved Area(s)
Business and Administration -Facilities
Academic Affairs
Information Technology
Student Affairs
Enrollment Development

Primary Contact: Katharine Muller

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<td colspan="3">*Map to Institutional Learning Outcomes Supporting Goals*</td>
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❑ *Goal 1: Innovative and Responsive Academic Environment*

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❑ *Goal 2: Supportive Learning Environment*

❑ *Goal 3: Stable Fiscal Environment*

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☑ *Goal 4: Stable Physical Environment*

❑ *Goal 5:Supportive Collegial Environment*

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Addresses the following College Priorities and Strategic Initiatives

    ❑ Basic Skills   ❑ Global Citizenship   ☑ Sustainable Campus   ❑ Career Technical Education
    ❑ GRIT   ❑ Institutional Imagination (I³)

Relates to the following recommendations and objectives:
    ☑ Board of Trustees Goals and Priorities (#15)
    ☑ Program Review Recommendations (#24)
    ❑ Academic Senate Objectives
    ❑ Institutional Effectiveness Committee Recommendations
    ❑ Other (please indicate) _____

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Methods to Accomplish the Objective:

Review Facilities Master Plan, bond measure project lists, Five Year Facilities Report and other planning documents (such as the Program Review capital resources report and the DPAC Technology report) to ensure all capital improvement needs have been appropriately identified, prioritized and placed on a master list to be addressed as appropriate funding becomes available. Input should be solicited through area VPs to identify program needs not captured by other reports or documentation.

Anticipated Outcomes:

Reports will be updated and a master list created identifying and prioritizing all projects with possible funding sources (actual and potential) indicated. This list will inform any new bond measure or other pro-active funding acquisition activity.

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Estimated Cost:

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Funding Source: ☑*Existing*   ❑ *Potential*

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OBJECTIVE 9 To expand piloted GRIT strategies (You+1; SuccessNavigator) to accommodate increased student participation and to develop an infrastructure to support experiential/service learning.	*Responsible Area(s)* **GRIT Committee** **Academic Affairs** **Student Affairs** Primary Contact: Eric Oifer

Map to Institutional Learning Outcomes Supporting Goals

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

Addresses the following College Priorities and Strategic Initiatives
- ❑ Basic Skills
- ❑ Global Citizenship
- ❑ Sustainable Campus
- ❑ Career Technical Education
- ☑ GRIT
- ❑ Institutional Imagination (I³)

Relates to the following recommendations and objectives:
- ☑ Board of Trustees Goals and Priorities (#4)
- ❑ Program Review Recommendations
- ❑ Institutional Effectiveness Committee Recommendations
- ❑ Academic Senate Objectives
- ❑ Other (please indicate) _____

Methods to Accomplish the Objective and Anticipated Outcomes:

Couns 20, Student Success Seminar, is a 3 unit, UC transferable course that enrolls the second largest number of students at SMC. During the 2014-15 academic year, it is estimated we will offer approximately 128 sections of this course thereby enrolling just under 4500 students. The College will administer SuccessNavigator, an assessment of noncognitive skills developed by ETS, to all students enrolled in Couns 20 and Black Collegians and Adelante. Couns 20 faculty, the Black Collegians program leader and the Adelante program leader will receive individual student score report forms as well as classroom profiles. Couns 20 and the Black Collegians and Adelante faculty members will receive training on the assessment tool and student results will be folded into the Couns 20 curriculum and Black Collegians and Adelante counseling sessions. Students for whom scores reveal the need for psychosocial intervention will be invited to participate in the You + 1 coaching program and will be contacted by the GRIT counselor to discuss specific strategies for student success.

In collaboration with the faculty leaders of the Career Services Center and Interdisciplinary Studies, the GRIT committee will develop a plan and recommendation for creating, naming and implementing an office to support Service Learning and Community Service. This office will supplement long-existing Career Services as part of an Experiential Learning Center. Reporting to both Academic Affairs and Student Affairs, an office supporting Service Learning and Community Service should serve both faculty members' integration of service experiences into the curriculum and students seeking community service volunteer opportunities. The center should provide a range of services that include, but are not limited to maintenance of paperwork, contracts and documentation, to functioning as a liaison with the community to recruiting and supporting faculty members, to providing professional development and appropriate guidance for faculty members, to counseling and supporting students.

Estimated Cost:	*Funding Source:*	☑*Existing*	❑ *Potential*

OBJECTIVE 10 To enhance the documentation and review process for Institutional Imagination Initiative (I³) projects to include implementation and assessment results.	*Responsible Area(s)* **DPAC** Primary Contact: Randy Lawson

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

Addresses the following College Priorities and Strategic Initiatives
    ❑ Basic Skills   ❑ Global Citizenship   ❑ Sustainable Campus   ❑ Career Technical Education
    ❑ GRIT   ☑ Institutional Imagination (I³)

Relates to the following recommendations and objectives:
    ☑ Board of Trustees Goals and Priorities (#4)
    ❑ Program Review Recommendations
    ❑ Institutional Effectiveness Committee Recommendations
    ❑ Academic Senate Objectives
    ❑ Other (please indicate) _____

Methods to Accomplish the Objective and Anticipated Outcomes:

In addition to adding new innovative projects/initiatives (as identified by the various college divisions, departments, programs, disciplines, and units) to the list, the DPAC Chair will add implementation, assessment, and "deferred/abandoned" sections to the list and move projects to these new sections to document their status. DPAC will receive at least three reports during the year, as well as occasional presentations of individual projects/initiatives.

Estimated Cost: Existing Staff Time	*Funding Source:* ☑*Existing* ❑ *Potential*

MASTER PLAN FOR EDUCATION UPDATE, 2014-2015

Responses to 2013-2014 Institutional Objectives

Institutional Objective #	Status
1	Completed
2	Completed
3	Substantially Completed
4	Substantially Completed
5	Completed
6	Completed
7	Completed
8	Substantially Completed
9	Completed

Status	Number of IOs/Percentage	
Completed	6	67 percent
Substantially Completed	3	33 percent
Addresssed	0	0 percent
Not addressed	0	0 percent

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OBJECTIVE 1	*Responsible Area(s)*
To develop definitions and templates for planning processes and outcomes assessment to ensure data interpretation and planning recommendations align based on consistent standards.	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.

Glossary: Commonly Used Planning and Outcomes Assessment Terms

Working definitions for terms commonly used in the planning and outcomes processes

Term	Definition	Example
Core Competency	An outcome statement that is more discrete than an ILO, but broader than a course or program SLO. The core competencies serve as the categories of the ILOS for which course and program SLOs are mapped and assessed.	There are 8 core competences which serve as categories of the "Analytic and Communication Skills" ILO, including content knowledge, laboratory/CTE skills, information literacy, technology literacy, aesthetic engagement, quantitative reasoning, critical thinking, and oral and written communication skills. A list of the SMC ILOs and core competencies can be found on the Institutional Effectiveness Committee website: www.smc.edu/iecommittee
General Education Outcome	A specific, measureable statement of what students will know, be able to do, or value as a result of completing the general education coursework. *A GE Outcome focuses on specific knowledge, attitudes, or behaviors acquired by students who satisfy the general education requirements (as evidenced by attainment of an interdisciplinary or liberal arts AA/AS or transfer certificate).*	*"Students completing a degree in Liberal Arts – Social & Behavioral Science will demonstrate through oral and written academic work knowledge of the social and behavioral sciences and be prepared to pursue further study in a related major at the baccalaureate level."* Description of GE outcomes can be found in part 2 of the college catalog: http://www.smc.edu/CollegeCatalog/Pages/default.aspx
Goal	A broad, general statement of what a course, program, or activity intends to accomplish. *Goals focus on the general and long-range aims of the course, program, or activity. Goals are helpful for guiding the implementation of improvement activities but are sometimes too general, broad, or vague for developing specific tools to assess the effectiveness of services provided.*	Example of goal vs. objective vs. outcome: **Goal:** *"The Office of Institutional Research will successfully promote a culture of evidence-based inquiry"* **Objective:** *"The Office of Institutional Research will provide training opportunities for faculty on data analysis and interpretation techniques"* **Outcome:** *"Faculty will be able to effectively use data to inform decision-making and planning processes"*
Institutional Learning Outcome (ILO)	A broad, institution-level statement of what students should know, be able to do, or value as a result of the overall college experience. *An ILO focuses on broad areas of knowledge, attitudes, and behaviors students will demonstrate or possess as a result of their classroom and co-curricular experiences.*	Analytic and Communication Skills: *"Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems."* A list of the SMC ILOs and core competencies can be found on the Institutional Effectiveness Committee website: www.smc.edu/iecommittee

Term	Definition	Examples
Student Learning Outcome (SLO)	A specific, measureable statement of what students should know, be able to do, or value when they complete a program/course or a sequence of activities. *An SLO focuses on specific knowledge, attitudes, or behaviors acquired that students will demonstrate or possess as a result of instruction or program activity.*	Course SLO (CHEM 9): *When given a current event scenario about global warming, students will be able to analyze and discuss the data and potential solutions, using acid/base calculations and appropriate chemical formulas.* Counseling SLO (Scholars Program): *After participating in a counseling session, students will report confidence in their ability to take the necessary step(s) leading to their educational goal(s).*
Objective	A brief, clear statement of what programs will do to accomplish a goal. *Objectives are task and time-specific and describe the activities that a program undertakes to reach a course, program, or activity goal.*	Example of goal vs. objective vs. outcome: **Goal:** *"The Office of Institutional Research will successfully promote a culture of evidence-based inquiry"* **Objective:** *"The Office of Institutional Research will provide training opportunities for faculty on data analysis and interpretation techniques"* **Outcome:** *"Faculty will be able to effectively use data to inform decision-making and planning processes"*
Outcome	An outcome is the expected result, consequence, or impact of the objective is successfully accomplished. *Outcomes are what we expect will happen when we accomplish our goals and objectives. At a minimum, outcome statements should describe student or client behaviors that serve as evidence for student learning or program effectiveness. There are several levels and types of outcomes, including ILO, SLO, UO, program learning outcome, and GE learning outcome.*	Example of goal vs. objective vs. outcome: **Goal:** *"The Office of Institutional Research will successfully promote a culture of evidence-based inquiry"* **Objective:** *"The Office of Institutional Research will provide training opportunities for faculty on data analysis and interpretation techniques"* **Outcome:** *"Faculty will be able to effectively use data to inform decision-making and planning processes"*
Program Learning Outcome	A specific, measureable statement of what a student will know, be able to do, or value as a result of completing the required coursework within a degree or certificate. *A program outcome focuses on specific knowledge, attitudes, or behaviors acquired by students who complete the required courses for non-liberal-arts, interdisciplinary, or transfer degrees or certificates.*	*"Upon completion of the course of study in Computer Programming, students will be able to design, code, test, and debug computer programs."* Description of program outcomes can be found in part 2 of the college catalog: http://www.smc.edu/CollegeCatalog/Pages/default.aspx
Criteria for Success or Target	A benchmark for an outcome. *The threshold point or level at which your program knows the outcome has been achieved.*	*"Customer satisfaction will be equal to or higher than previous years".* *"90% of students will score a 'adequate' or better rubric score on the final paper"* *"85% of students completing the final exam will meet the course SLO"*

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.

MASTER PLAN FOR EDUCATION 2014-2015 UPDATE
RESPONSES TO 2013-2014 INSTITUTIONAL OBJECTIVES

OBJECTIVE 7	*Responsible Area(s)*
To develop and implement plans to improve the College's safety and emergency preparedness systems and procedures.	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 To develop and implement strategies to improve and maintain the college's facilities and overall physical environment.	*Responsible Area(s)* 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

This objective originated as an effort of the constituent organizations to participate in maintaining the appearance of college campuses and improving college facilities through the formation of a task force that would develop a plan and make recommendations. Although the task force was never formed, the Facilities Maintenance/Operations Department adopted this objective as a focus for the year and implemented strategies that resulted in a number of completed projects, including:

- Cleanup and beautification program at the Bundy campus, including new plantings on the east hillside of the campus and perimeter gardens
- Installed the new faculty sponsored garden and seating area in the Clock Tower quad
- Installed new carpet and painted the walls in the Drescher Hall 3rd floor hallway
- Installed new carpet, painted the offices and built a storage room in the Cayton Center
- Built a new patio cover for the International Student Center
- Re-striped both parking structures for better traffic flow
- Installed 30 new workstations in the Cosmetology department
- Performed SMART classroom conversions in ESL, Business 143 and 254
- Installed new flooring in the Business building and 2714 Pico building elevators
- Replaced the Math Complex decking
- Improved the grounds at the Airport Campus
- Added lighting to the 19th & Pico bus stop for student safety
- Painted all backflow devices for identification and appearance
- Implemented new maintenance strategy for operation of HVAC equipment to improve comfort and energy savings
- Installed campus memorials for remembrance of members of the college community

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.

Program Review Planning Summary
Spring and Fall 2013

Introduction

Program Review is the process by which every area of the college documents the self-evaluation process. All programs/areas of the college submit a comprehensive report to the Academic Senate Joint Program Review Committee every six years. The review process is designed to help programs identify areas for improvement, document the basis for any changes made to the program, and to inform institutional planning. Programs submit a written report responding to specific prompts. These reports are read by the committee, which then meets with program representatives to engage in dialogue based upon the detail provided in the report. The committee agrees upon commendations for performance of functions and activities deemed noteworthy, recommendations for program strengthening, and, if appropriate, recommendations for institutional support. Committee recommendations are then documented in an executive summary. Reports and executive summaries are accessible on the Program Review committee website.

As all programs at the college engage in self-evaluation through the program review process, committee members 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 to programs, and discussing how this information can contribute to institutional planning.

Many committee members have served for multiple years, providing history and continuity, which aids the committee in identifying issues and concerns shared by multiple programs. These are captured in the annual report the committee submits to the District Planning and Advisory Council (DPAC) as recommendations based on observed overarching trends. Each of these recommendations is discussed by DPAC and many of them have become *Master Plan for Education* annual objectives. For example, recommendations made in the 2012 Program Review Planning Summary were incorporated into six objectives in the 2012-13 *Master Plan for Education*; in 2013-14 four Master Plan for Education objectives can be linked to program review recommendations. Additionally, recommendations from program review which do not reach the level of institutional objectives for the *Master Plan for Education* are often referred to an appropriate committee or operational unit to be addressed. In response to the 2013-14 program review recommendations, DPAC referred 13 recommendations to committees and/or operational areas.

For several years the Program Review Committee has worked on revisions to the program review process and the specific prompts in preparation for moving to a completely on-line format that will also include a shorter annual version. In 2013 multiple programs used the paper version of the revisions, providing valuable feedback on the clarity of the revised prompts. The on-line version of Program Review will be launched in Spring 2014, somewhat later than originally anticipated. Moving to the on-line format will help programs maintain easily accessible and continuous documentation, enable the Program Review committee and other planning bodies to gather consistent information across programs, and establish a subset of annual data and needs that will provide information across programs to assist in annual institutional planning.

To help programs prepare for the review process, the committee offers multiple orientation sessions for programs scheduled for full review the following year. Additionally, Institutional Research provides a common dataset to instructional programs, works with student and instructional support programs to design specialized data collection tools, and assists administrative programs to identify and assess appropriate measurable outcomes. All programs are asked to report on outcomes assessments and the program response to the results.

Program Review Committee membership overlaps with the Curriculum and Institutional Effectiveness Committees to ensure there is sharing of information and to strengthen committee processes and communication. Committee appointments are made for the academic year while this report covers a calendar year to better align with the institutional planning calendar.

Committee Membership

Chair: Mary Colavito, Faculty, Life Science (Spring 2013)
Jamey Anderson, Faculty, Physical Science (Fall 2013)
Vice Chair: Katharine Muller, Administrator, Academic Affairs
Jamey Anderson, Faculty, Physical Sciences (Spring 2013)
Sara Brewer, Faculty, Communications (Fall 2013)
Sandra Burnett, Faculty, DSPS (Fall 2013)
Lin-San Chou, Faculty, Music (Fall 2013)
Makiko Fujiwara-Skrobak, Faculty, Modern Languages and Cultures
Sharon Jaffe, Faculty, ESL
William Lancaster, Faculty, Design Technology
Hannah Lawler*, Administrator, Institutional Research
Randal Lawson, Administrator, Executive Vice President
Erica LeBlanc*, Administrator, Academic Affairs
Sehat Nauli, Faculty, Physical Science (Spring 2013)
Mark Tomasic, Faculty, Dance
Mary-Jane Weil, Faculty DSPS (Spring 2013)
Daniel Berumen, Institutional Research (committee resource)
Guido Davis DelPiccolo, Faculty, Social Sciences (committee resource as Curriculum Committee Chair)
*Also serves on Institutional Effectiveness Committee

Programs Reviewed and Reports Accepted Spring & Fall 2013
The following programs submitted a full program review report, all of which were accepted by the committee:
- CalWORKS
- Center for Environmental & Urban Studies
- Counseling
- EOP&S
- ESL
- Financial Aid & Scholarships
- High School Initiatives
- International Education
- Life Sciences
- Media & Reprographics Services
- Pico Promise Transfer Academy
- Scholars
- TRiO

CTE Programs 2 Year Review
Career Technical Education (CTE) programs are required to submit abbreviated biennial reviews. The following CTE programs completed reviews in 2013:
- Communications & Media Studies
- CSIS
- Sustainable Technologies

2013 Recommendations for Institutional Support for Specific Programs
Executive summaries for all programs reviewed in Spring and Fall 2013 are included in this report. In addition to a narrative, the summaries include commendations, recommendations for program strengthening, and recommendations for institutional support, if appropriate. Recommendations for institutional support that, to the knowledge of the committee, have not already been addressed are listed for consideration in institutional planning processes:

1. Explore ways to serve the CalWORKS population without the onus of the reporting requirements linked to current funding contracts. (CalWORKS)
2. Include "living campus signage" in the college signage plan, where appropriate, to explain the environmental and sustainable practices employed throughout the college. (Center for Environmental & Urban Studies)
3. Support the need for additional technology resources to address the mandates of SB 1456. (Counseling)
4. Develop a means for electronic capture of positive attendance and arranged hours to replace paper rosters for non-credit classes and reduce the possibility of incomplete data for FTES reporting. (ESL)
   Note: this recommendation applies to all non-credit programs
5. Investigate the value of maintaining the SMC cable station. (Media & Reprographics Services)
6. Explore discussions with UCLA, at a higher administrative level, regarding the large number of international students interested in committing to a Scholars transfer program. (Scholars)

Recommendations of the Committee Based on Overarching Trends Observed
Every year issues of concern to more than one program emerge through reports submitted or committee discussion. These are placed on a list of overarching issues the Program Review Committee includes in this report to DPAC and the Superintendent/President for referral to the appropriate body or planning process. Items with an asterisk ** have been previously identified by the committee as overarching issues and continue to be expressed as a concern to at least one program.

Institutional Effectiveness
Assessment of institutional effectiveness has been sufficiently institutionalized that recommendations in this area have shifted from implementing processes, structures, and strategies to recommendations for improvements and refinements to processes and reporting, and expansion of support and training. The process by which the annual *Master Plan for Education* objectives is developed integrates Program Review recommendations, Board of Trustees Goals & Priorities, Academic Senate Objectives, College Priorities (Basic Skills, Global Citizenship, Sustainable Campus, Vocational/Career Technical Education) and Strategic Initiatives. The Institutional Dashboard is now an annual report serving as another measure of effectiveness and a benchmark for improvement.

All programs are engaged in outcomes assessment, although the degree to which this is integrated into program planning varies. There is an institutional expectation that all programs will engage in assessment and evaluation for the purpose of program improvement, but each program determines how and to what level. The Program Review and Institutional Effectiveness Committees, along with the Office of Institutional Research, continue to provide and improve training and support to programs, particularly in interpreting data, refining assessments, and integrating this information into program planning and improvement. Creation of the ISIS portal for centralized collection and documentation of SLO data has improved monitoring and access to SLO data, however the system does not currently accommodate the recording of administrative unit outcomes assessments. In typical SMC fashion, this innovative system has prompted multiple programs and planning committees to request greater access and the ability to sort data in ISIS.

The DPAC institutional master planning process has been refined and tweaked in recent years to completely track and document the process and outcomes resulting in greater institutional understanding and awareness. The formatting and documentation of processes can serve as a model template for all institutional bodies to emulate.

1. Determine the efficacy of using the ISIS portal to centralize documentation of administrative program unit outcomes.
2. Refine the ISIS SLO portal to allow programs to sort SLO data more specifically.
3. Consider ways in which broad SLO information can be aggregated for utilization by appropriate planning bodies.
4. Implement training in the new on-line program review process.
5. Review the methods by which committees and planning bodies document processes and outcomes and make this information available.

Technology

Funding for technology maintenance and support is an ongoing concern for programs. For instructional programs, the ability to maintain equipment and licensing of software is a challenge, not to mention both internal and external pressures to adopt newer technologies to keep current with industry standards and adapt to rapid changes in the marketplace. Students adopt new technologies with alacrity and expect the college to keep pace. To some degree, staying abreast of changes in technology is critical to maintaining the SMC reputation for innovation, one reason the college is a premier destination for students. Technology is a powerful tool in the arsenal of innovation and innovation is a strength of the college and the focus of the I³ Strategic Initiative.

The demands on our technology infrastructure increase almost daily. Every system and process at the college is dependent on technology. Planning and decision making is based on the information obtainable through our technology infrastructure – which works as well as it does because of the dedication of the technology support staff working behind the scenes. Today's students expect to literally access all information and maneuver every process with the swipe of a finger on the touch screen of a mobile device. They also expect to be able to use these devices everywhere. The demand for access, increasingly through wi-fi, and the need to maintain technology integrity and security is challenging. Capacity and staff are the factors that determine how well the college can address the demands for technology support and respond to the need to deliver more. While much has been done already to address growing technology needs and demands, the desire for some level of consistent, committed support is voiced regularly.

Every year more processes, support systems, documentation and information are moved to formats that are accessible electronically or digitally. While these are time intensive to produce, in the end it increases access and flexibility, thereby maximizing resources long- term and allowing the college to reach more students in their preferred modes and level of convenience. However, this also makes it imperative that staff, as well as students, have access to appropriate technology.

Through innovative practice faculty are shifting the teaching learning paradigm. Employment of technology is a big part of that shift. Initial acquisition of technology is often grant funded, but training in and maintenance and replacement of this technology adds to the growing demand on support staff and the budget. Thus, it is easy to see why various aspects of technology maintenance and support annually appear on the list of overarching issues. Additionally, some of our older buildings lack sufficient infrastructure to support the technology needed by programs to support their curriculum.

Web and social media tools are increasingly the primary media for communicating information (institutional, program, event). Maintained properly, this information can always be current. Realistically, not all programs, committees, and operational areas have staff trained to perform this function, nor is there regular oversight to ensure information is appropriately linked and maintained. For example, documents may be regularly posted and updated on a committee website but not on the main college website. All posted information is required to be 508 compliant, but if the poster is unaware or unfamiliar with what this means the posting may be out of compliance. The need for training and support in creating and maintaining web and social media presence is a regular refrain from programs. More consistent monitoring of what and where information is being posted should be considered.

6. **Ensure an appropriate level of technology and instructional equipment maintenance and support is included in the district budgeting process every year.
7. **Include technology maintenance for CTE programs in the annual Technology Plan (CTEA funds cannot be used for maintenance).
8. **Investigate methods for providing students access to laptops and mobile technology pre-loaded with program applications for reasonable purchase or lease.
9. **Develop training and implement strategies for assisting programs to maintain a web and social media presence.
10. Consider adding web and social media maintenance to job descriptions, where appropriate.
11. Develop a plan for monitoring and oversight of updates to and links between all college social media sites.

Curriculum
There is close collaboration and communication between the Curriculum and Program Review committees. That there are no recommendations related to curriculum is evidence that the curriculum processes are effective and instructional programs find their needs are being addressed.

Equity and Student Success
In recent years, the Office of Institutional Research has provided programs with more detailed data, including success, retention, and persistence rates by demographic group. On these measures, Black and Hispanic students consistently rate lower than the overall college population. While this disparity is reflected in national and state data, indicative that this issue is not unique to Santa Monica College, it is worth noting that programs increasingly identify seeking improvements in this area as a high priority.

Through long term support for the Adelante and Black Collegians programs, *Master Plan for Education* annual objectives, Board priorities, current work on the *Student Equity Plan*, and other activities, the College has institutionalized a commitment to improving student equity. An array of support services provided through different programs and venues have been shown to have a positive impact. However, beyond support services, current research indicates that the type of interaction and engagement with instructors has the greatest impact on student success – both positive and negative. Many programs express not knowing how or what they could do to improve the success and positive college experience of students of color. Given the number of programs identifying this issue, it seems timely to identify a formalized means for engaging the broader college community in ongoing dialogue and the sharing of strategies and practices shown to be effective. Further institutional research drilling down to determine the most impactful and scalable strategies would support such dialogue.

12. Identify a process for engaging the broader college community in dialogue focused on means to improve the success rates of Black and Hispanic students and identify research questions to inform this dialogue.

Support Services
The College provides an exceptional level of both student and instructional support services. Instructional support programs and activities include numerous tutoring labs, Supplemental Instruction (SI), and an excellent library. To address the decentralized structure of the various tutoring lab, a tutoring tracking system was implemented several years ago. This system allows the college to track who, how often and for which class(es) tutoring is being utilized. There is now sufficient longitudinal data available for greater depth of analysis. The desire for additional capability, particularly to enable on-line scheduling of tutoring, and for modifications, to fine tune tracking of required lab hours, has been expressed.

The SI program, now 5 years old, is an academic assistance program led by student peers - who are paid for their work. SI trains and employs students to serve as peer tutors for specific courses. Requests for SI support are initiated by instructors, who are then assigned an SI tutor for a specific section or sections. Initially focused on Math and English, the program is now responding to requests for SI support from faculty in other disciplines. Data results indicate that students who attend 5 or more SI sessions increase their grade by a half to a full letter grade in the SI related class. Challenges to expanding this effective practice include: identifying and training peer tutors for every instructor who wants one (turnover can be as frequent as every semester), and finding sufficient space to hold the SI sessions.

A plethora of student support programs are available at the College. These range from broadly focused services targeting all students, such as the Welcome Center and Transfer Counseling, to programs focusing on specific groups, such as Black Collegians, Latino Center, Pico Promise and the Veterans Resource Center. Counseling is a primary service, with additional support services varying from program to program. If there is a silver lining to the delayed construction and redesign of the Student Services building, it is the inclusion of greater flexibility in the design to enable the College to respond to shifts and changes in the delivery of student support programs and services.

There is a clear institutional desire for data that integrates use of support services with specific student information to enable programs and the institution to reach more informed conclusions about which services have the most impact on student success and retention. For example, as the college develops strategies to support the GRIT (Growth/Resilience/Integrity/Tenacity) Strategic Initiative and looks more closely at the impact of cohort models on student success, a review of how student and instructional support services can mirror and support these strategies could further strengthen student retention and success.

13. **Identify proven effective practices implemented with target populations and evaluate scalability to the larger college population.
14. Explore modifications and additions to the tutoring tracking system desired by the tutoring staff.
15. Identify spaces that can be consistently allocated for SI sessions.
16. Review and refine the parameters used to determine the impact of student and instructional support services on student success.

Budget

Each year multiple programs raise concerns about ongoing support that is needed to maintain at least some aspect of a program or program responsibilities. The majority of these require funding and budgeting for ongoing costs, all of which have been aggregated in this section for consideration in budget planning processes and the need to identify dedicated funding sources.

An ongoing concern relates to issues of total cost and to non-discretionary costs. It is the practice of the College to seek the best possible price for an item or contract, with the initial cost the determining factor. However, there can be hidden costs that impact the total cost of ownership, such as staff time, ongoing support or infrastructure needed, compatibility with existing systems etc. A method for assessing total cost of ownership could contribute to avoiding unintended consequences and costs that can disproportionately affect some areas. In tight budget times there is often pressure to reduce expenditures for contractual services. Not all contracts are discretionary, for example those for infrastructure maintenance and licensing. Developing methods for assessing total cost of ownership and creating an inventory of basic required contracts are tools that could improve budgeting and expenditure processes.

Thanks to a series of successful bond measures, multiple new buildings are in planning or under construction. All of these buildings will include more sophisticated infrastructure and technology than is currently in place. It is incumbent upon the appropriate planning bodies to ensure that human resource and budget planning include sufficient resources to staff, train, and maintain the advanced equipment and infrastructure in these buildings as they are completed. Additionally, most of our older buildings scheduled to remain in use for an extended period of time are in need of upgrades to provide a more conducive learning environment and/or increase capacity to deploy more advanced technology.

17. **Ensure an appropriate level of facilities maintenance and support is included in the district budgeting process every year.
18. Assess older buildings expected to remain in use for the foreseeable future and upgrade where possible.
19. **Investigate methods for assessing total cost of ownership.
20. **Include in budget planning the additional staffing, training, and equipment needed to adequately maintain new buildings with more complex systems and increased square footage as they come on line.
21. **Inventory ongoing contracts for services that are critical to maintain and identify as non-discretionary.

Other

The College does an excellent job of promoting the institution as a whole. Even in bad budget times there was an understanding that maintaining some level of public presence would be crucial to our ability to respond when the enrollment shifted back to growth mode. That the college is on target for enrollment projections when other community colleges are struggling for enrollment supports this position. However, the committee notes that the desire for targeted marketing is often expressed across the board by instructional programs undergoing review.

22. **Develop a marketing plan that includes targeted marketing such as to promote CTE programs.
23. **Develop promotional pieces for aggregated types of programs (ex. arts programs) that can serve multiple programs in a variety of ways.

The formula for collecting non-credit attendance FTES funding is based on attendance. Currently, there is no electronic method for capturing this information beyond inputting the information from paper rosters. This results in inconsistent and erratic timing of data capture. Developing a means for electronic capture of positive attendance would reduce the possibility of incomplete data for FTES reporting and provide more timely and accurate information for planning purposes.

24. Investigate development of an electronic positive attendance system.

The primary way the institution collects information on student educational goals is through self-reporting. Instructional programs report that based on anecdotal information, student goals do not align with reported data. For example, indications of courses taken for professional development and retraining are not captured to the same degree as what is self-reported by students. Correcting this discrepancy in reporting is especially important for CTE programs. In response to the new mandated Student Success and Support Program (SSSP) the college is developing strategies for ensuring students meet the Ed Plan requirements. This may be one way in which expanding educational goal information may be documented to improve data accuracy.

25. **Explore methods for capturing more accurate information on the reasons students enroll in specific courses.

Another expressed need, especially by CTE programs, is the desire for a consistent and effective way to track students and their employment or transfer when they leave SMC. Programs have used anecdotal information, self-reporting, and some social media platforms to gather information. The recent establishment of the Office of Campus and Alumni Relations may offer a structure for a more coordinated effort across programs that could provide a broader picture of student success and achievement after SMC.

26. **Explore a broader institutional approach to creating databases for tracking student achievement and success after SMC.

The college has entered a long term lease for a property near the main campus to serve as much needed storage for supplies, furniture, and other goods; warehouse for the bookstore; theatre arts prop storage; and, eventually, shipping and receiving. Maintaining historical records (ex. financial) that the college is required to keep, is a different type of storage. Records of this type are currently stored in a number of ways and places. To avoid a repeat of the recent records restoration needed after severe water damage to some of these documents, a system for systematically digitizing such records seems worth exploring. It should be noted that some units (Admissions & Records, Human Resources) are moving to digital storage.

27. **Units whose functions and responsibilities require records to be kept should have a plan to sort, weed out, digitize and appropriately store records. The institution should explore options for document scanning and storage as well as off-site storage of items that require only intermittent access.

Although the following items did not emerge as specific concerns from any program reviewed in 2013, the committee has included them in the annual report more than once before and lists them again here so they continue to be considered:

28. ** Provide resources to support section 508 compliance; assign someone to serve as the 508 compliance officer to ensure the college meets federal compliance regulations.
29. **Explore strategies for succession planning, especially in areas where the loss of long-time staff can be anticipated, as well as encouraging and training future leadership at all levels of the institution.
30. **Explore the efficacy of and the efficiencies to be achieved by creating a student account system.

Activities
In addition to reviewing the self-studies for the listed programs, the Program Review Committee has been working on the implementation of the on-line program review process and developing training guidelines for using the system. Programs whose reports are due in Spring 2014 will have the option of inputting the report to the on-line system or submitting an electronic Word version. Submission of annual reports is scheduled for the end of Spring 2014. Long term, moving to the on-line system will make submission of both 6-year and annual program review reports easier and enable generation of multiple reports for use by institutional planning bodies. The committee expects to offer regular training in the on-line system even after the Spring 2014 rollout.

The committee also provided orientation, training, and individual support to programs scheduled to undergo review in 2013, implemented self-guided content-training documents and launched a new training website with these documents, met with the Institutional Effectiveness Committee and the Office of Institutional Research, and provided regular reports to DPAC.

BOARD OF TRUSTEES GOALS AND PRIORITIES, 2014-2015

Our Commitment to Access, Equity and Sustainability

Educational Advancement and Quality

1. Support a culture of evidence that fosters the use of rigorous methodology to monitor and improve institutional effectiveness and student progress.

2. Institutionalize initiatives that are effective in reducing the student equity gap, improving basic skills mastery in mathematics and English by, for example, deepening outreach into high schools, and expanding Summer JAMS and First Year Experience to include the development of pathways to transfer.

3. Strengthen and promote workforce/career technical programs and pathways such as EMERGE and the rebranding of the Academy of Entertainment and Technology, and improve CTE completion rates.

4. Support I^3 and other innovative practices that address student need and increase student success.

5. Increase the number of full-time faculty members.

Fiscal Health and Internal Operations

6. Restore the financial health of the College through revenue-generation and cost control.

7. Ensure inclusiveness in the budget development process and transparency in budget communication efforts.

8. Build and maintain a reserve sufficient to protect against unforeseen circumstances.

9. Continue to implement the plan to safeguard post-retirement employee benefits.

10. Pursue and obtain appropriate external funding.

11. Enhance safety and emergency preparedness systems and procedures.

Community and Government Relationships

12. Foster community and government relationships and partnerships in fulfillment of SMC's vision and mission.

13. Ensure the continued success of Emeritus College.

14. Participate in the Cradle to Career Initiative, make progress on the Early Childhood Education Center, and strengthen and expand programs and partnerships that serve SMMUSD students.

Facilities and Sustainability

15. Maintain progress on all SMC facilities construction and transportation projects.

16. Work with partner agencies to support safe, convenient pedestrian, bicycle and bus connections between the 17th Street/SMC Expo station and campuses.

Discussed at Board Study Session 7/15/2014
Approved: 8/5/2014

Santa Monica College

Academic Senate Objectives for 2014-2015

1. Review and update senate bylaws

2. Revisit and update strategies to address softening enrollment

3. Contribute to the completion of a working draft of the Accreditation Self Evaluation by the end of the fiscal year.

4. Pilot and evaluate GRIT strategies (e.g., You + 1; Success Navigator) to integrate into institutional practices.

5. Continue to explore, implement, and evaluate strategies to support and promote equity

6. Implement a forward thinking vision for technology planning

7. Model and encourage civility and collegiality where there is a divergence of opinion.

8. Develop recommendations for a five-year plan for the hiring of full-time faculty.

Presentations/Reports/Actions at Board of Trustees Meetings
RELATED TO BOARD GOALS AND PRIORITIES
2012-2013, 2013-2014 (# indicated)
and
STRATEGIC INITIATIVES
2007-2008 – 2011-2012
- Basic Skills Initiative
- Global Citizenship
- Sustainable Campus
- Career Technical Education

2012-2013 – 2016-2017
- GRIT (Growth/Resilience/Integrity/Tenacity)
- I³ (Institutional Imagination Initiative)

Date of Board Meeting	Major Presentation/Report/Action
June 3, 2014	Report: Title V (#2) Report: OPEB (#7) Action: Five-Year Construction Plan (#17)
May 6, 2014	Action: The Beijing Center for Chinese Studies Action: Award of Bid – Performing Arts Center East Wing (#16) Report: 2014 Institutional Effectiveness Update/Student Success Scorecard (#1) Action: Purchase of Broadcast Station KDB and Swap with Broadcast Station KQSC (#
April 1, 2014	Action: Contract with Big Blue Bus, 2014-2017(SI, #15)
March 4 2014	Report: Strategic Initiatives (GRIT and I³) Action: Purchase of Broadcast Station KDB and Swap with Broadcast Station KQSC (#12)
February 4, 2014	Action: Receipt of 2012-2013 Audit Reports (#6) Report: Emergency Preparedness Update (#11)
January 14, 2014	Action: Energy Services Contracts (SI, #16) Report: Global Citizenship Initiative Annual Report, 2012-2013
December 10, 2013	Action: Resolution Approving, Authorizing and Directing the Preparation, Sale, Execution and Delivery of Certificates of Participation (#6, #16) Report: SMC Transfer Program 2012-2013 (#2) Report: Student Services Building Update (#16)
November 5, 2013	Update: Beijing Dance Festival, September 2013 Action: Amendment to Agreement with Blackboard Connect Ed (#11) Report: SMC Foundation (#10) Report: SMC and SMMUSD Collaborations Fall 2013 Update (#12, #14)
October 1, 2013	Report: Emergency Notification System Update (#11) Report: Enrollment Development (#2)
September 3, 2013	Action: Adoption of Budget (#6, #7, #8) Action: Other Post-Employment Benefits Funding Plan (#9) Action: Award of Bid – AET Campus and Parking Structure (#16) Action: Agreement for Engineering Services for Security Systems Upgrade (#11)
August 6, 2013	Action: Agreement for Mass Notification System (#11) Action: SMC Initiatives for Support Success of Student Veterans (#2) Report: Emeritus College Update (#13) Report: SMCCD Capital Outlay Program/Bond Construction Program (#16)
July 2, 2013	Recognition of Annual Global Citizenship Research Symposium (SI) Update: Professional Development Seminar in Beijing (SI) Action: Agreement for Architectural Services: Student Services Building (#16) Report: Overview of 2012-2013 Grant Funded Projects (#10)

June 4, 2013	Update: First Year Experience (#2) Report: STEM Initiative/Title V Building Foundations for Academic and Career Success Grant Update #2, #11) Action: Five- Construction Plan (#17) Action: Contract with Big Blue Bus, 2013-2014 (SI, #16)
May 7, 2013	Update: First Year Experience (#2) Action: New Faculty Positions (#5) Action: Real Estate Agreement for Exchange of Properties with City of SM and Expo (#17) Action: Resolution Authorizing Issuance of General Obligation Refunding Bonds (#17) Report: Institutional Effectiveness Update and Student Success Scorecard (#1)
April 2, 2013	Report: Community and Government Relations #13, #15) Update: Expo Light Rail Action: New Courses and Certificates (#2, #3)
March 5, 2013	Update: GRIT Action: The Beijing Center for Chinese Studies Report: Update on Strategic Initiative – GRIT (#2) Report: Actuarial Study of Retiree Health Liabilities, 2012 Update (#7, #8) Action: Award of Bid, Information Technology Relocation (#17) Action: Contracts for Marketing, Community Outreach and Recruitment (#7, #13, #15)
February 19, 2013	Board of Trustees Study Session on Basic Skills and Student Success
February 5, 2013	Action: Acceptance of Grant by KCRW Foundation ((#10) Report: Actuarial Study of Retiree Health Liabilities, 2012 Update (#7, #8)
January 15, 2013	Report: Global Citizenship Initiative
December 4, 2012	Report: Cradle to Career Initiative (#15) Report: Transfer Program (#2) Action: Issuance of 2012-2013 TRANS)#87)
November 13, 2012	Action: Resolution, Veterans Awareness Week (#2) Action: Agreement for Program and Construction Management for District Bond Construction Program (#17) Report: Institutional Effectiveness and ARCC Report (#1)
October 2, 2012	Report: Workforce and Economic Development (SI, #3)
September 6, 2012	Action: Adoption of 2012-2013 Budget (#7, #8 #9) Action: Energy Services Agreement with Compass Energy Solutions Action: Agreement for Architectural Services and Agreement for Consultant – Early Childhood Education Center (#17) Action: Energy Services Agreement (#17, #18) Report: Update, Student Services Building (#17)
July 17, 2012	Action: First Reading, Board Policy Sections 6335 and 6320, Facilities (#18) Action: Acceptance of Grants and Budget Augmentation (Title V) (#11) Report: Overview of 2011-12 Grant Funded Projects (#11)
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

Santa Monica Community College District

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

INSTITUTIONAL OBJECTIVES 2006-2007 (*Strategic Initiatives were not yet determined*)	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
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.	✓				✓			

INSTITUTIONAL OBJECTIVES 2006-2007 (*Strategic Initiatives were not yet determined*)	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
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.						✓		

INSTITUTIONAL OBJECTIVES 2006-2007 (*Strategic Initiatives were not yet determined*)	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
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.						✓		

INSTITUTIONAL OBJECTIVES 2006-2007 *(Strategic Initiatives were not yet determined)*	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
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

Completed
39%

Substantially
Completed
29%

Addressed
22%
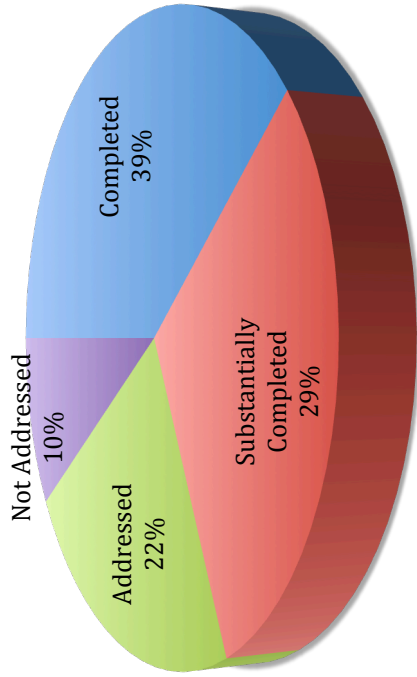
Not Addressed
10%

31 Institutional Objectives

12 Completed
9 Substantially Completed
7 Addressed
3 Not Addressed

Institutional Objectives, 2006-2007
Related to Overall Mission and Strategic Initiatives*
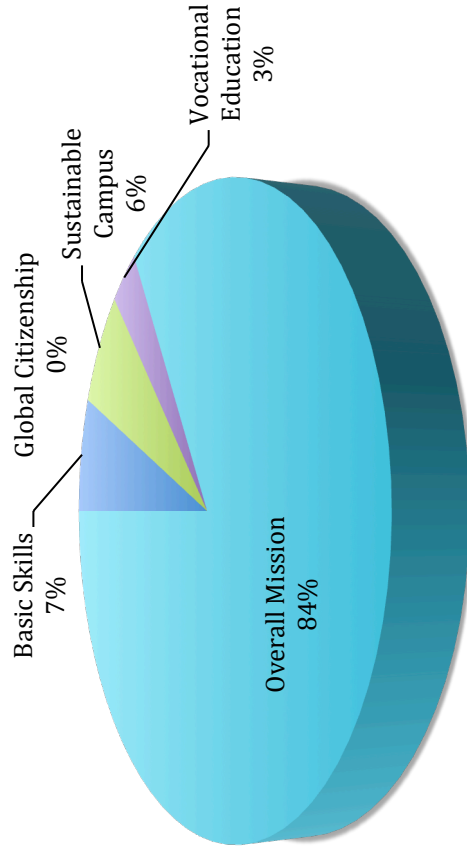
Basic Skills
7%

Global Citizenship
0%

Sustainable
Campus
6%

Vocational
Education
3%

Overall Mission
84%

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

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Santa Monica Community College District

Eight-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

Objective	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	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 2007-2008

Institutional Objectives	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
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 41 Institutional Objectives	6	1	5	3	27	6	7	1

Institutional Objectives, 2007-2008
Level of Completion
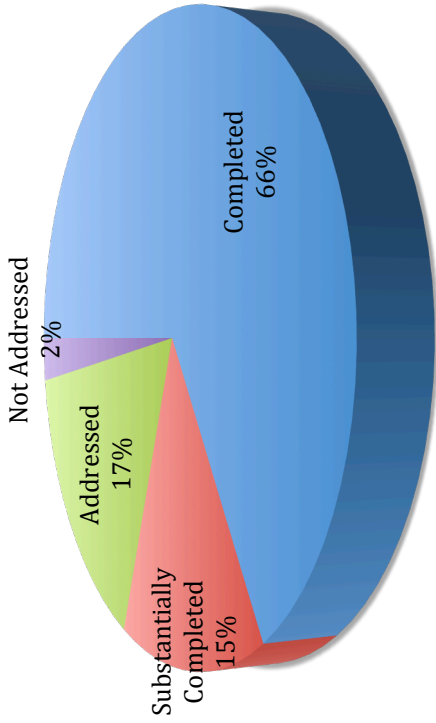
41 Institutional Objectives

27 Completed
6 Substantially Completed
7 Addressed
1 Not Addressed

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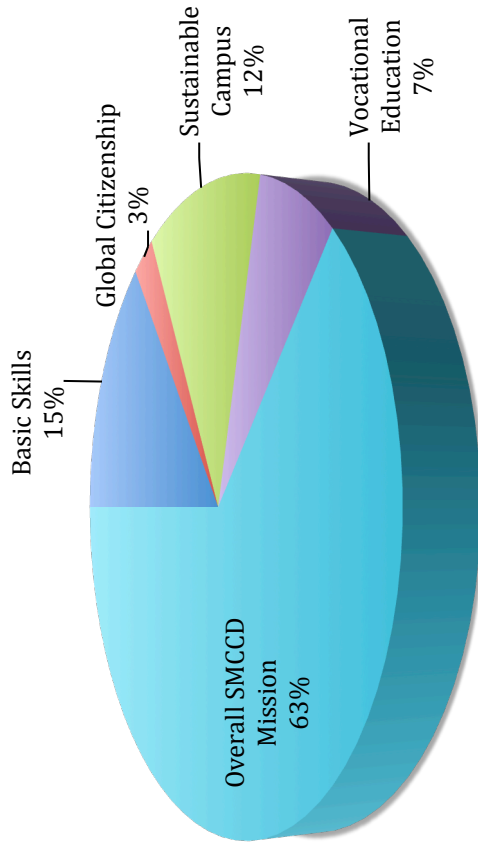
41 Institutional Objectives

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

Santa Monica Community College District

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

INSTITUTIONAL OBJECTIVES 2008-2009	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
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 2008-2009	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
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.	✓						✓	

INSTITUTIONAL OBJECTIVES 2008-2009	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
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 2008-2009	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
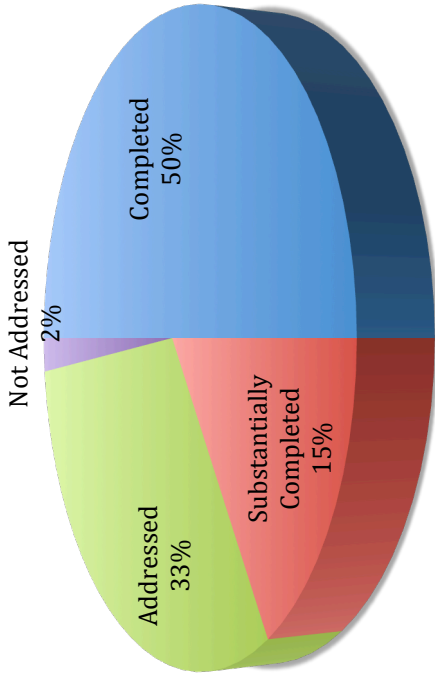
52 Institutional Objectives

26 Completed
8 Substantially Completed
17 Addressed
1 Not Addressed

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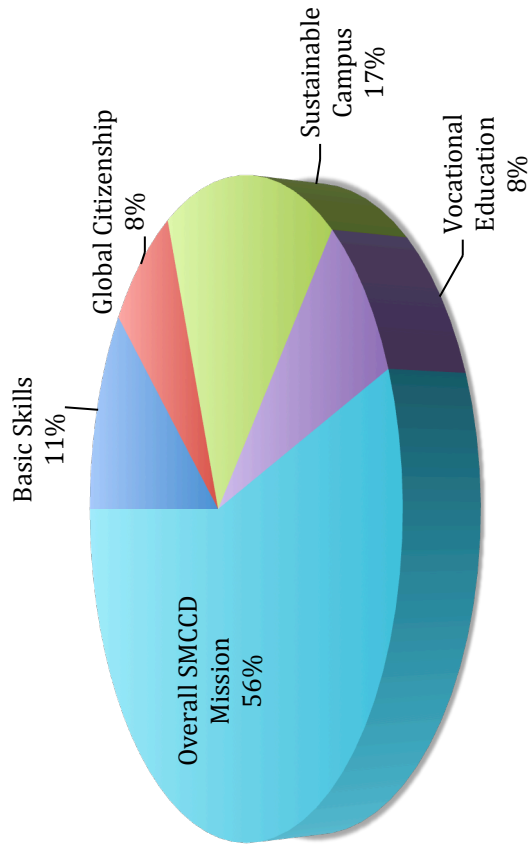
52 Institutional Objectives

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

Santa Monica Community College District

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

INSTITUTIONAL OBJECTIVES 2009-2010	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
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 collegewide 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 (DSPS, 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 14 Institutional Objectives	1	1	1	1	4	7	3	0

Institutional Objectives, 2009-2010
Level of Completion

Not Addressed 0%

Completed 29%

Addressed 21%

Substantially Completed 50%

14 Institutional Objectives

4 Completed
7 Substantially Completed
3 Addressed
0 Not Addressed

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

Basic Skills 7%

Global Citizenship 7%

Sustainable Campus 7%

Vocational Education 7%

Overall SMCCD Mission 72%
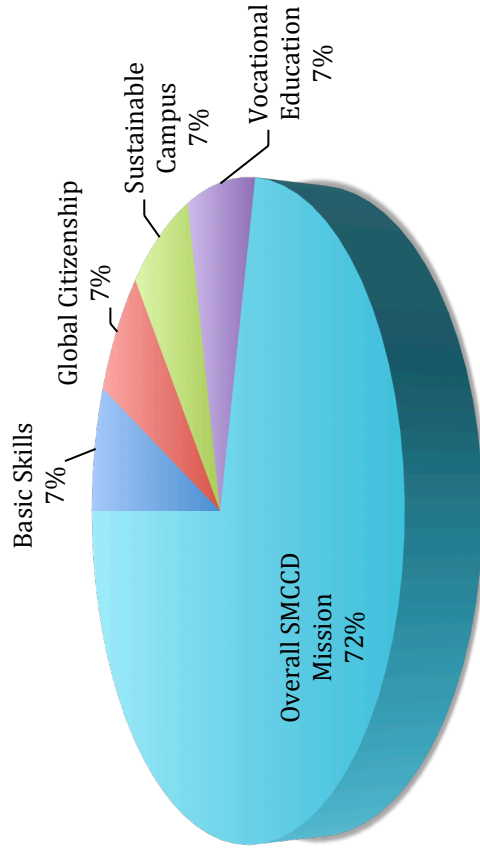
14 Institutional Objectives

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

Santa Monica Community College District

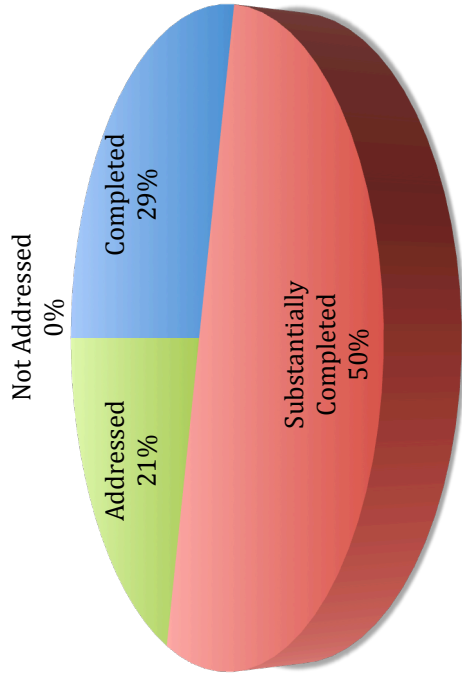**Eight-Year Study of Institutional Objectives Mapped to Strategic Initiatives and Level of Completion**

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 *Master Plan for Education*, beginning with the 2011-2012 update.					✓			
3. Analyze results from the recently completed regional economic scan to examine the viability of both current and potential SMC Career Technical Education programs.				✓	✓			
4. Develop and implement with a plan for evaluation revenue-generating educational initiatives and partnerships that enhance and support the college's commitment to its mission in order to maintain or expand the instructional offering and services for all students.					✓			
5. Implement the online curriculum management system.			✓			✓		
6. Identify the true costs associated with bringing new facilities online and maintaining all elements of the College's infrastructure, including technology.			✓			✓		
7. Develop a consistent means for tracking student use of tutoring, supplemental instruction and other instructional support services.	✓					✓		
8. Assess current professional development activities to inform the development of a formal professional development plan for implementation in 2011-2012.							✓	

INSTITUTIONAL OBJECTIVES 2010-2011

INSTITUTIONAL OBJECTIVES 2010-2011	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
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. *Reference: 2009-2010 Institutional Objective #1: Enhance the academic success of students in basic skills through the design and implementation of instructional and student support services*	✓				✓			
12. Use the ongoing Management Information Systems analysis of computer system (ISIS, HRS, and County Peoplesoft) communication issues to develop mechanisms that reduce the number of errors related to the Human Resources System (HRS) and employee databases. *Reference: 2009-2010 Institutional Objective #9: Develop and implement a new system of reconciliation methods and practices that reduce the number of errors related to the Human Resources System (HRS) and employee databases.*							✓	
13. Implement the planned upgrade of the SMC website. *Reference: 2009-2010 Institutional Objective #12: Improve currency, accuracy and accessibility of the SMC website.*			✓		✓			

INSTITUTIONAL OBJECTIVES 2010-2011

INSTITUTIONAL OBJECTIVES 2010-2011	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
14. Implement the pilot ISIS portal program for collecting student learning outcomes data in Fall 2010, assess the pilot program at the end of Fall 2010 and make modifications determined necessary in Spring 2011. *Reference: 2009-2010 Institutional Objective #13: Develop college-wide understanding and implementation of SLO assessment processes in order to make progress towards "proficiency" in this area by 2012.*					✓			
TOTALS 14 Institutional Objectives	2	0	3	1	8	3	3	0

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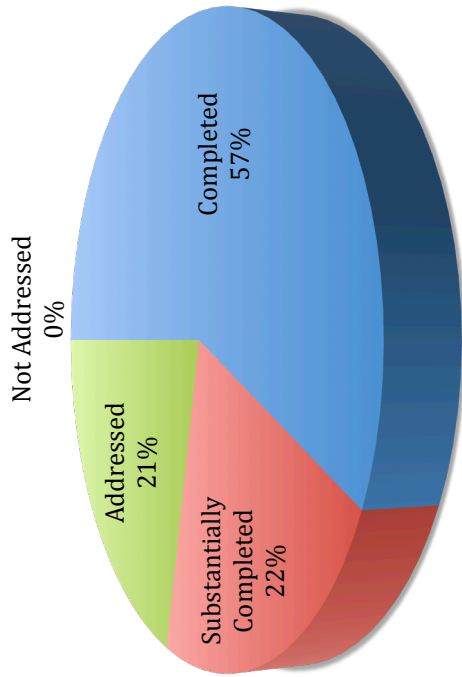
14 Institutional Objectives

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

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

INSTITUTIONAL OBJECTIVES 2011-2012	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
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.	✓					✓		

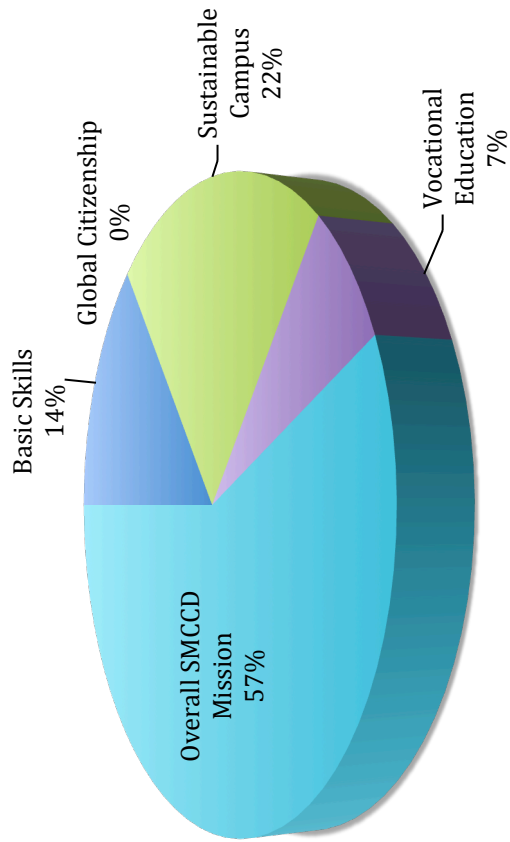| Objective								
7. To implement the findings of the 2010-2011 Basic Skills research project by institutionalizing the use of the three strategies—Writing Center, Supplemental Instruction, and Tutoring Centers—found to have a significant impact on student retention and success.	✓				✓			
8. To develop 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**	**5**	**4**	**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
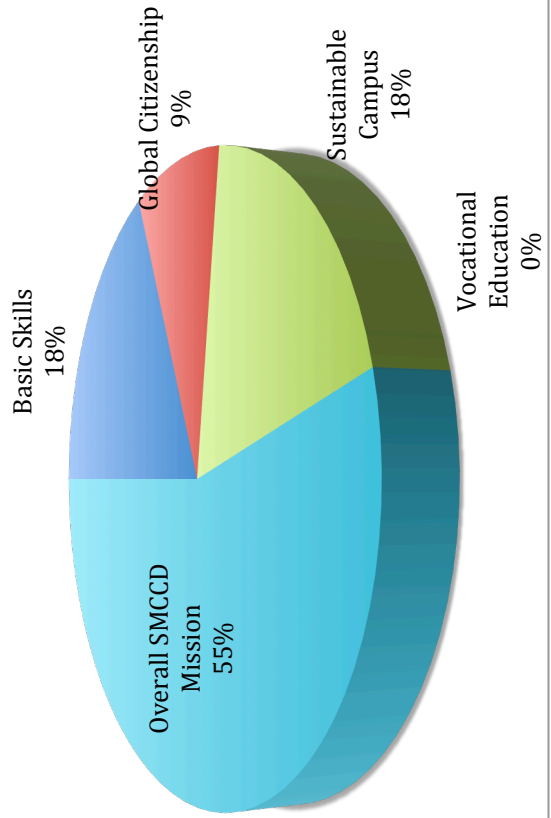
11 Institutional Objectives

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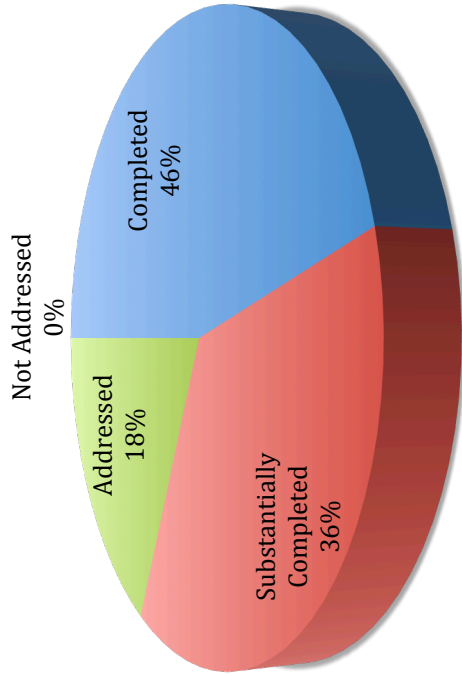2 Sustainable Campus
0 Vocational Education
6 Overall SMCCD Mission

Santa Monica Community College District

Eight-Year Study of Institutional Objectives
Mapped to Strategic Initiatives, College Priorities
and Level of Completion

INSTITUTIONAL OBJECTIVES 2012-2013	Strategic Initiatives		College Priorities					Completion Status			
	GRIT	Institutional Imagination (13)	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed
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.	✓							✓			

INSTITUTIONAL OBJECTIVES 2012-2013	Strategic Initiatives		College Priorities					Completion Status			
	GRIT	Institutional Imagination (I3)	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed
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 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.		✓						✓			
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.		✓						✓			
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.							✓	✓			
TOTALS 11 Institutional Objectives	3	4	2	0	0	2	4	10	1	0	0

Institutional Objectives, 2012-2013
Level of Completion

Substantially Completed 9%
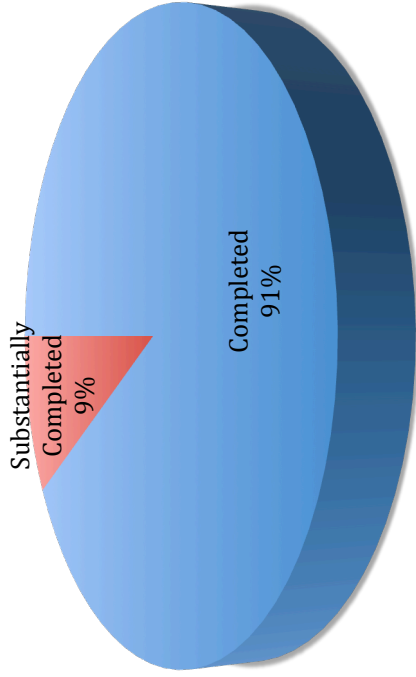
Completed 91%

11 Institutional Objectives

10 Completed
1 Substantially Completed
0 Addressed
0 Not Addressed

Institutional Objectives, 2012-2013
Related to Overall Mission, District Priorities and Strategic Initiatives

Vocational Education 13%

Basic Skills 13%

Overall SMCCD Mission 27%

I^3 27%

GRIT 20%

11 Institutional Objectives

4 Institutional Imagination (I^3)
3 GRIT
2 Basic Skills
2 Vocational Education
0 Global Citizenship
0 Sustainable Campus
4 Overall SMCCD Mission

70

Santa Monica Community College District

Eight-Year Study of Institutional Objectives
Mapped to Strategic Initiatives, College Priorities
and Level of Completion

INSTITUTIONAL OBJECTIVES 2013-2014	Strategic Initiatives		College Priorities					Completion Status			
	GRIT	Institutional Imagination (I3)	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed
1. To develop definitions and templates for planning processes and outcomes assessment to ensure data interpretation and planning recommendations align based on consistent standards.							✓	✓			
2. To allocate resources sufficient to support the ongoing maintenance of technology, equipment, and facilities.					✓			✓			
3. To incorporate flexibility in all facilities planning and resource allocation processes to allow for nimble responses to future changes.					✓				✓		
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.	✓		✓			✓			✓		
5. 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.		✓						✓			
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.	✓		✓			✓		✓			

INSTITUTIONAL OBJECTIVES 2013-2014

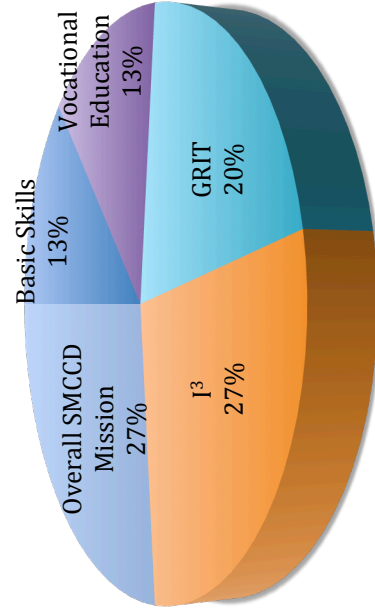| INSTITUTIONAL OBJECTIVES 2013-2014	Strategic Initiatives		College Priorities					Completion Status			
	GRIT	Institutional Imagination (I3)	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed
7. To develop and implement plans to improve the College's safety and emergency preparedness systems and procedures.							✓	✓			
8. To develop and implement strategies to improve and maintain the college's facilities and overall physical environment.					✓				✓		
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	✓	✓	✓			✓		✓			
TOTALS 9 Institutional Objectives	3	2	3	0	3	3	2	6	3	0	0

Institutional Objectives, 2013-2014
Level of Completion
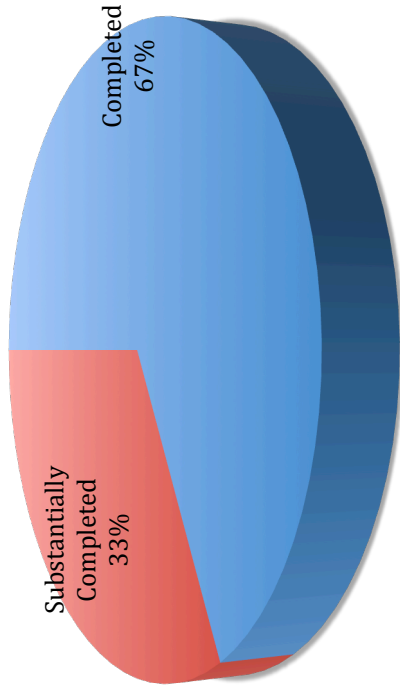
9 Institutional Objectives

6 Completed
3 Substantially Completed
0 Addressed
0 Not Addressed

Completed
67%

Substantially
Completed
33%

Institutional Objectives, 2013-2014
Related to Overall Mission, District Priorities
and Strategic Initiatives
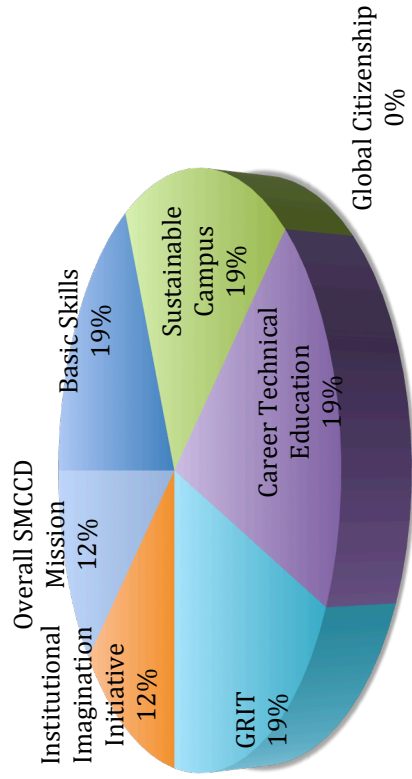
9 Institutional Objectives

3 Institutional Imagination (I^3)
3 Basic Skills
3 Career Technical Education
3 Sustainable Campus
2 GRIT
2 Overall SMCCD Mission
0 Global Citizenship

Basic Skills
19%

Sustainable
Campus
19%

Global Citizenship
0%

Overall SMCCD
Mission
12%

Institutional
Imagination
Initiative
12%

Career Technical
Education
19%

GRIT
19%

Santa Monica Community College District

INSTITUTIONAL OBJECTIVES 2006-2007 – 2013-2014

	Strategic Initiatives		College Priorities					Completion Status			
	GRIT	Institutional Imagination	Overall SMCCD Mission	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Completed	Substantially Completed	Addressed	Not Addressed
2006-2007 TOTALS 31 Institutional Objectives			26	2	0	2	1	12	9	7	3
2007-2008 TOTALS 41 Institutional Objectives			26	6	1	5	3	27	6	7	1
2008-2009 TOTALS 52 Institutional Objectives			29	6	4	9	4	26	8	17	1
2009-2010 TOTALS 14 Institutional Objectives			10	1	1	1	1	4	7	3	0
2010-2011 TOTALS 14 Institutional Objectives			8	2	0	3	1	8	3	3	0
2011-2012 TOTALS 11 Institutional Objectives			6	2	1	2	0	5	4	2	0
2012-2013 Totals 11 Institutional Objectives	3	4	4	2	0	0	2	10	1	0	0
2013-2014 Totals 9 Institutional Objectives	3	2	2	3	0	3	3	6	3	0	0
2006-2007 – 2013-2014 TOTALS 183 Institutional Objectives	**6**	**6**	**111**	**24**	**7**	**25**	**15**	**98**	**41**	**39**	**5**

Completed 54%
Substantially Completed 22%
Addressed 21%
Not Addressed 3%
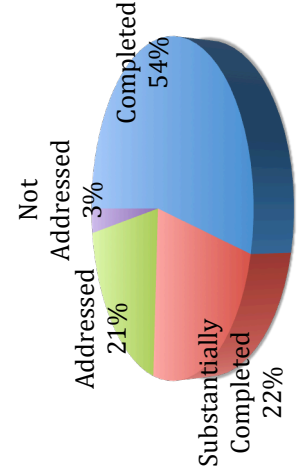
Recommendations from the Institutional Effectiveness Committee

The Academic Senate Joint Institutional Effectiveness Committee (IE Committee) works with all district units to achieve and sustain proficiency in the formulation, assessment, and analyses of multiple effectiveness measures in order to inform the Program Review and Institutional Planning processes. During the 2013-2014 academic year, the IE Committee examined the College's performance on the 2014 Institutional Effectiveness Dashboards, analyzed Institutional Learning Outcomes (ILO) and Core Competency data, and reviewed the College's process of assessing and documenting Student Learning and Unit Outcomes (SLO/UOs). The Committee presents four recommendations to the College's central planning body, the District Planning and Advisory Council (DPAC), for consideration in the development of the 2014-2015 Master Plan for Education Institutional Objectives. The recommendations were informed by significant trends observed in the college data and committee discussion related to improving the collection, analyses, and use of college and program-level data.

Recommendation: Career Technical Education (CTE) Completion

CTE Completion Rate is calculated by dividing the number of students in the CTE cohort who earn a Certificate of Achievement, Associate Degree, or transfer to a four-year institution within six years of entry by the number of students in the CTE cohort. The CTE cohort is defined as first-time freshmen who earned 12 or more credits and attempted an advanced occupational course within six years of entry. The data indicate that the College's performance on the CTE Completion Rate on the Institutional Effectiveness Dashboard falls below both the institution-set standard and the target goal (see Figure 1). **The IE Committee recommends that the College investigate and implement strategies to increase the CTE completion rate.** Examples of strategies to consider include submitting departmental certificates data to the Chancellor's Office Management Information Systems (MIS), automatically awarding certificates and degrees to students who meet the award requirements, and improving the advertisement of the CTE award requirements.

Figure 1. CTE Completion Rates, Cohorts 2004-2005 to 2007-2008
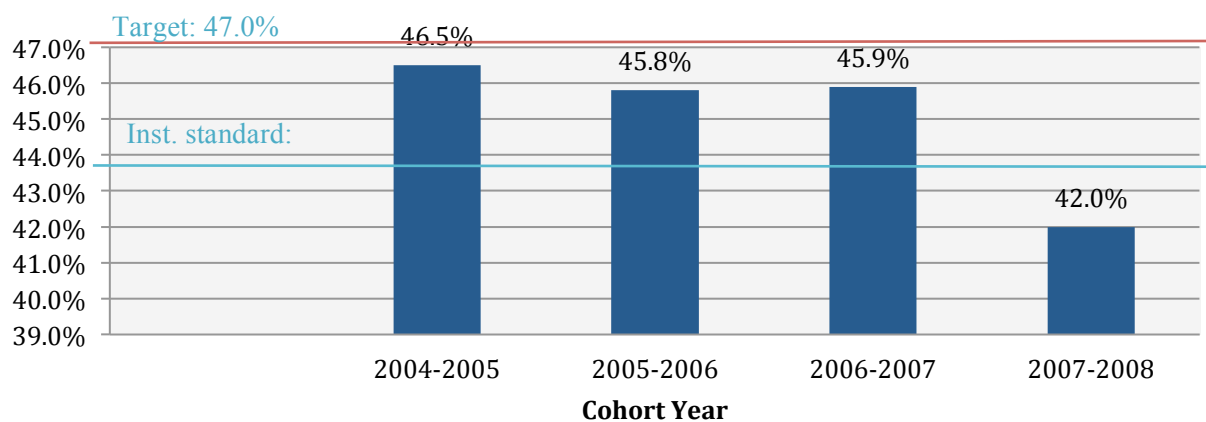
Recommendation: Semesters to Associate Degree Completion

The College began to report performance on the Semesters to Associate Degree Completion Institutional Effectiveness metric for the first time in the 2014 Institutional Effectiveness Report/Dashboard. The data indicate that among students who earned an Associate Degree in 2012-2013 (and exclusively attended SMC), the average number of semesters to complete the degree was 8.16 and the figure has increased by 0.82 semesters over the last four years (see Figure 2). **The IE Committee recommends that the College further examine the Average Semesters to Associate Degree Completion data in order to gain a better understanding of how external factors impact students' progress towards degree completion and to determine an appropriate institution-set standard for this indicator.**

Figure 2. Average Semesters to Associate Degree Completion

	2009-2010	2010-2011	2011-2012	2012-2013
Full-Time	5.65	5.71	5.49	5.77
Part-Time	11.59	13.15	13.50	16.17
Mixed	7.88	8.49	8.39	8.72
Total	7.34	7.79	7.78	8.16
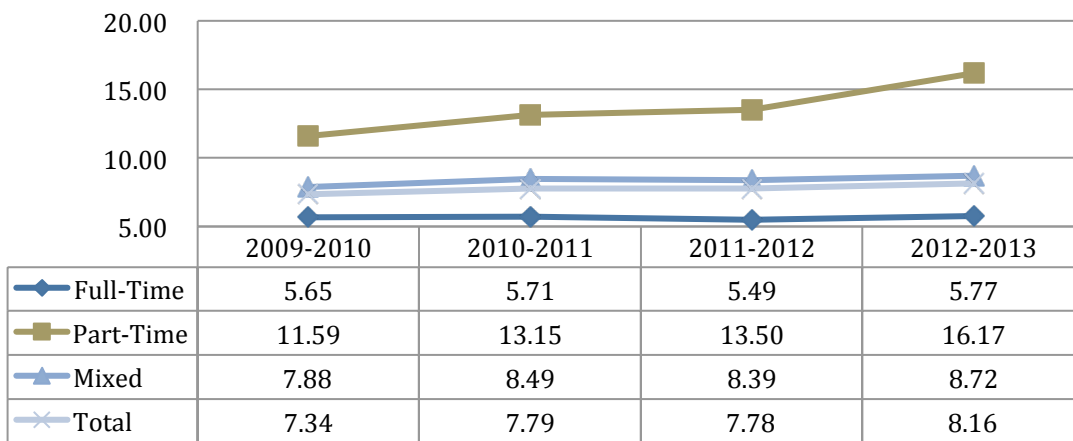
Recommendation: Student Equity

The IE Committee initially analyzed preliminary longitudinal data on core and ILO mastery rates for all course SLOs and broad-based by student demographic variables. The data revealed that for all core competencies and ILOs, gaps in outcomes performance exist for African American and Hispanic students, but the impact was greatest for African American students. Upon further analyses, the IE Committee found that the trend existed, even among African American and Hispanic students placed into college-level courses (see Figures 3 and 4), suggesting that the gap in outcomes performance may be attributed to factors other than English and math preparedness. **The IE Committee recommends that the College further investigate and implement strategies to increase the learning outcomes of African American and Hispanic students.**

Figure 3. ILO Mastery Rates by Ethnicity/Race and English Placement Level

	Transfer	1 Below	2 Below
■ Asian/PI	91.4%	86.8%	83.1%
■ Black	82.5%	77.9%	72.5%
■ Hispanic	85.8%	81.5%	76.0%
■ White	91.5%	86.9%	81.4%
■ Total	89.1%	82.8%	76.8%
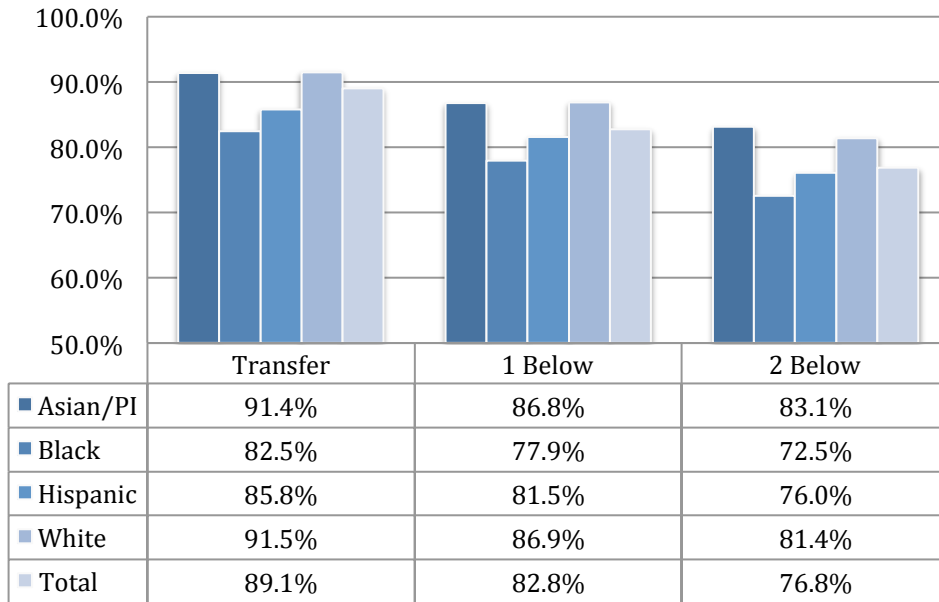
Figure 4. ILO Mastery Rates by Ethnicity/Race and Math Placement Level

	Transfer	1 Below	2 Below	3 Below	4 Below
■ Asian/PI	89.8%	86.6%	87.3%	81.7%	82.2%
■ Black	83.8%	81.9%	82.2%	77.8%	73.9%
■ Hispanic	86.5%	83.5%	83.4%	80.7%	78.0%
■ White	92.7%	90.3%	89.0%	87.5%	85.3%
■ Total	89.8%	86.2%	86.2%	82.3%	79.1%
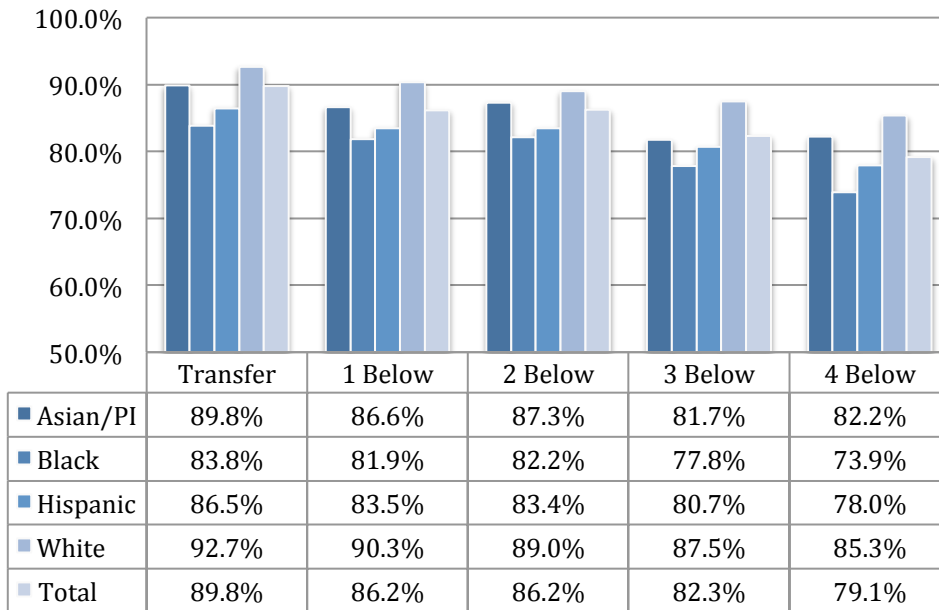
Recommendation: Professional Development Data

It has been a challenge to assess the effectiveness of professional development activities reliably and systematically, as there are currently no mechanisms in place to collect data systematically for these indicators. The effectiveness of professional development is a future key indicator of the Supportive Collegial goal. This indicator is important as one of the recommendations from SMC's 2010 accreditation visit directly relates to establishing a professional development evaluation process that "recognizes and serves all members of the college community and that leads to the improvement of teaching and learning". **The IE Committee recommends that the College investigate and implement procedures to collect professional development evaluation data systematically.**

Recommendation: Administrative Unit Outcomes Content Repository

The development of the ISIS portal to collect student-level course and counseling SLOs has increased analyses and use of SLO data to inform program planning. However, the system does not currently accommodate the documentation of non-counseling student and academic support services and administrative Unit Outcome (UO) statements and results because these outcomes are not assessed at the student level and so cannot be tied to student identification numbers nor can they be mapped to Institutional Learning Outcomes that are assessed at the student level as well. In order to increase access to unit outcome data for these programs, **the IE Committee recommends that the College adopt a technology tool that organizes and stores UO statements and summary data to assist programs in assessment and evaluation activities.**

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

INTRODUCTION

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

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

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

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

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

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

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

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

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

KEY OBJECTIVES AND PURPOSES

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

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

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

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

SPECIFIC OBJECTIVES AND PROJECTS

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

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

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

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

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

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

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

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

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

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

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

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

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

THE MASTER PLANNING PROCESS

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

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

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

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

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

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

OTHER APPROVED PROJECTS AND EDUCATIONAL INITIATIVES

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

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

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

Technology Objectives 2014-15

Objective 1   Student Workstation Replacement & Cascading

Plan, evaluate, and recommend student workstation replacement to keep student computer equipment up-to-date.   All student computerized classrooms and labs are updated to base-line level Dell GX520 (or equivalent) with either upgraded computers or Virtual desktop solutions, except some of the Library computers. Other student workstations due for replacement include: 1 computerized classrooms at AET, 1 computerized classroom for Art and 150 computers/thin clients for virtual workstations (Library & podium computers). Due to general funding reduction, grants opportunity is desired.

Contact: Steve Peterson
Budget: TBD
Status: Pending

Objective 2   Campus Wide Software Needs

District has committed funds for identified core requirement of campus-wide software such as Microsoft campus agreement, anti-virus/malware software, and other system management tools. The recent Adobe campus licensing model is a great opportunity to enable all District computers to freely utilize Adobe CS suite product. However, the pricing model presents challenge due budget constraints.

Contact: Steve Peterson
Budget: $125,000 – District general fund
Status: Pending

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 and at least 30 replacement required for this year.

Contact: Steve Peterson
Budget: TBD
Status: Pending

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

The normal replacement of aging projectors, computers, and associated devices for classroom Audio/Visual equipment based on A/V technology replacement plan were addresses in the previous year.   It has been identified that the College has 50 classrooms required technology enablement and there are ongoing needs for update/replacement.   Priority of this year is identified by the English (7) and Counseling (1) for new smart carts and 1 smart classroom replacement for the Library.

Contact: Al DeSalles
Budget: TBD
Status: Pending

Objective 5   Campus Wide Assistive Technology

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

Contact: Ellen Cutler
Budget: $6,000 – TBD
Status: Pending

Objective 6   Department Instructional Technology Needs

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

Contact: Steve Peterson
Budget: $20,000 – TBD
Status: Pending

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.

Contact: Patricia Ramos (Instructional), Steve Peterson (Technology)
Budget: CTE grant
Status: in progress

Objective 8   Campus-wide network infrastructure upgrade - continued from 12-13

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.   College has identified 40 classrooms to enable WiFi with density coverage for instructional purpose.   Technical team is continuing to build 10GB core capacity for multi-campuses, as well as main campus buildings.

Contact: Bob Dammer/Dan Rojas
Budget: Construction/Infrastructure bond fund
Status: Implementation – in progress

Objective 9   Campus-wide virtualization desktops implementation

The technology technical team evaluated the virtual application/desktop technology and selected Citrix as the pilot implementation solution. The pilot/first phase project include GIS virtual lab, Library virtual workstations, and classroom podium/multimedia carts virtual workstations. GIS lab is on production.   CSIS, Library, and classroom podium/multimedia carts are in the plan to be enabled as soon as possible.

Contact: Jocelyn Chong/Josh John
Budget: Staff resource
Status: Implementation in progress

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.

Major projects are identified to complete student self-serve education planner and customer relationship management (CRM) to support Student Success Support Program.

Contact: Lee Johnston
Budget: Staff resource
Status: In progress

Objective 11   Support Student First Year Experience to implement student/faculty mobile device management system and technical support

As mobile devices get widely adoption, faculty, staff, and students are either bring in their own devices or use College mobile devices for business productivity and personal use.   The College established network/computer use policy requires frequent review and update.   Mobile devices (both College owned and personal owned) and associate security policy needs to be developed to guide users on security awareness, technology best practices, and effective usage.

Contact: Jocelyn Chong
Budget: TBD
Status: Planning

Objective 12   Work with the Facility team to implement Information Technology Data Center modernization, continued from 13-14

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, Media Services operational areas and staff offices, as well as Teaching/Learning Center.

Contact: Jocelyn Chong/Bob Dammer
Budget: Construction infrastructure fund
Status: Phase I completed in July.

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.

Contact: Jocelyn Chong
Budget: TBD
Status: Evaluation of updated solution

Objective 14   MIS Information System Software update

Plan, evaluate, and implement updated version of Oracle infrastructure application suites. This is a much delayed project that needs to be put on first priority to ensure the College Information

System is at an up-to-date version which complies with security requirements, maintains compatibility with updated web browsers, and take advantages of increased functionalities.

Contact: Lee Johnston
Budget: MIS team
Status: Planning
             .

Objective 15   Implementation of staff/faculty Identity Management (IM) to streamline employee new hire/position changing/separation technology authorization process

Facilitate staff/faculty technology resource provisioning process with an automated Identity Management system. The result facilitate employees to efficiently gain authorized access to network/software/phone/doors and other technology resources.

Contact: Lee Johnston
Budget: MIS team
Status: Pending

Objective 16   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. Digital learning environment requires sound solution of video/audio instructional screen cast/lecture capture tools, media repository, and on-demand streaming solutions.

Contact: Jocelyn Chong
Budget: TBD
Status: Evaluation

Objective 17   Support technical implementation of campus safety technology plan

There are multiple campus safety measures involve technology implementations, Proper technology solutions, procedural definitions, and process flows are being reviewed/updated/implemented. Emergency notification system was completed in 13-14. Updated surveillance camera and electronic door access systems are currently being evaluated and planned for 14-15 implementations.

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

Objective 18   College technology resource disaster/recovery plan

Evaluate, plan, and implement the disaster/recovery process and procedure of SMC website, faculty/student ISIS portal access, and other identified needed technology resources during a disastrous event.

Contact: Jocelyn Chong
Budget: TBD
Status: Evaluation

Santa Monica Community College District

DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)
SUMMARY OF ACTIONS
2013-2014

During 2013-2014, DPAC and its planning subcommittees reviewed, discussed and considered many topics related to the Vision, Mission, and Goals/Supporting Goals, the Board of Trustees Goals and Priorities, Strategic Initiatives, and Student/Institutional Learning Outcomes.

Following is a summary of 10 recommendations approved by DPAC during 2013-2014 grouped by its relationship to the Vision, Mission, 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

#131-A   Approval of Institutional Objectives, 2013-2014   October 9, 2013

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

#129-C   DPAC concurred with the Budget Subcommittee's recommendation on an OPEB funding plan   July 24, 2013

Goal 4 Sustainable Physical Environment
Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings and technology.

#134-A   Proposed Board Policy – Art in New Construction Projects   March 26, 2014

Goal 5 Supportive Collegial Environment
Employ decision making and communication processes that respect the diverse needs of the entire college community

#132-A   DPAC approved Facilities Subcommittee recommendation that the college planning of future
          building projects incorporate at least one gender neutral restroom   November 13, 2013
#133   Approved BP/AR Whistleblower Protection   January 8, 2014
#135-A   Proposed revisions to Board Policy Section 2440 – Smoke Free Campus   April 9, 2014
#137-C   Proposed revisions to Administrative Regulation 2440 –Smoke Free Campus   June 11, 2014
#139-A   Proposed Revisions to Board Policy Section 3120 –EEO   June 25, 2014

Organizational Functions
#130-A   Approval of the DPAC 2012-2013 Annual Report   August 28, 2013
#138-A   Election of Vice-Chair, 2014-2015   June 11, 2014

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Santa Monica College

DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)

Board of Trustees

Superintendent/President

District Planning and Advisory Council (DPAC)

DPAC Planning Subcommittees

Budget
College Services
Facilities
Human Resources
Technology

Academic Senate Joint Committee
Resource Liaisons to DPAC

Curriculum
Program Review
Student Affairs
Institutional Effectiveness
Chair of Department Chairs