A meeting of the Santa Monica Community College District Planning and Advisory Council (DPAC) is scheduled to be held on Wednesday, **September 9, 2015** at **3:00 p.m**. at Santa Monica College, Drescher Hall Room 300-E (the Loft), 1900 Pico Boulevard, Santa Monica, California.

I.   Call to Order

II.   Members

Teresita Rodriguez, Administration, Chair Designee
Fran Chandler, Academic Senate President, Vice-Chair
Georgia Lorenz, Administration Representative
Bob Dammer, Management Association President
Katharine Muller, Management Association Representative
Mitra Moassessi, Academic Senate Representative
Peter Morse, Faculty Association President
Howard Stahl, Faculty Association Representative
Robert Hnilo, CSEA President
Crystal Lagunas, CSEA Representative

III.   Review of Minutes: August 26, 2015

IV.   Reports
- Response from Superintendent/President on the following DPAC recommendations approved on August 26, 2015:

    1. Designated Reserve Item in the 2015-2016 Adopted Budget.
       DPAC recommends that the Designated Reserve item "Reserve For Future STRS and PERS Increases" in the 2015-2016 Adopted Budget be eliminated.

    2. Resolution Regarding Full-Time Faculty Hiring
       WHEREAS the 2015-2016 California Budget includes $62.32 million dollars for "increasing the number of full-time faculty within the community college system" (SB 97 – Budget Act of 2015),

       AND WHEREAS the Chancellor's Office of the California Community Colleges system has estimated that Santa Monica College's share of this $62.32 million will amount to $1.158 million in new, ongoing revenue,

       AND WHEREAS Santa Monica College has been ranked by the Chancellor's Office in the lowest (worst) quartile based on the District's FTES-to-FON ratio,

       AND WHEREAS Santa Monica College remains over our Faculty Obligation Number even with the new obligation increase that these funds will support,

       BE IT RESOLVED that the DPAC recommends that a plan is developed to spend this new, ongoing revenue for the hiring of additional full-time faculty.

- Superintendent/President Search Process (*see attached information item presented to the Board of Trustees on September 1, 2015*)

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

- Master Plan for Education Update, 2015-2016. DPAC will review the final responses to Institutional Objectives for 2014-2015 and the final Institutional Objectives for 2015-2016

- DPAC Annual Report, 2014-2015
  http://www.smc.edu/ACG/DistrictPlanningPolicies/Documents/District_Planning_and_Advisory_Council/2015-2016/Final%20DPAC%202014-2015%20Annual%20Report.pdf

IV.   Adjournment
        <u>Meeting schedule through June, 2016</u> (second and fourth Wednesdays each month at 3 p.m.)

<u>2015-2016</u>
September 23
October 14, 28
November 18
December 9
January 13, 27, 2016
February 10, 24
March 9, 23
April 13, 27
May 11, 25
June 8, 22

VI.   <u>Council of Presidents Meeting</u>
        The Council of Presidents will set the agenda for the September 23, 2015 DPAC meeting.

INFORMATION ITEM 7

SUBJECT: **SUPERINTENDENT/PRESIDENT SEARCH PROCESS UPDATE**

SUBMITTED BY: Ralph Andersen & Associates

Outlined below for the Board's information is a summary of the search process to date and an overview of upcoming activities in the Superintendent/President Search process.

Knowledge of Santa Monica College
The consultant team of Dr. Harrington, Ms. Renschler, and Mr. Arterberry has continued to gain more in-depth knowledge about the College to better inform prospective candidates. As questions have arisen, we have contacted the College for answers and/or the District's position on such topics as tuition, distance learning, foundation support, and international students, to name a few. Ms. Renschler engaged in a campus tour this month to more fully ascertain the status of facilities and programs. Dr. Harrington had a lengthy conversation with Past President Tsang on a number of topics to address prospective candidate questions, and reviewed materials provided by the District at the July Board meeting.

Advertising
As outlined in the first Recruitment Update, advertisements have been placed in both hard copy and electronic sources, including both educational and non-educational sources,. A second round of advertising was conducted in August, along with extended advertising in sources for under-represented and non-traditional groups. Advertising continues into September. The advertising text was customized for non-educational sources to attract non-traditional applicants "with a passion for education." Additionally, a short message, easily accessible by cell phone, was sent to CCC List Serves with highlights of SMC, and that has already generated several more inquiries with follow-up phone conversations and commitments to submit applications. A summary of advertising is attached for the Board's information.

Recruitment Efforts
In addition to the aforementioned advertising, proactive recruitment efforts continue in both the educational and non-educational sectors. We have followed up on all leads from senior staff, Trustees, and others we have contacted for nominations. Individuals with successful leadership and management experience from a variety of venues, who possess a passion for education are being recruited and encouraged to apply for the position of Superintendent / President of Santa Monica College.

Candidate Pool
We have received 34 completed applications to date. Another dozen have confirmed they will be submitting applications. The pool is a mix of educational and non-educational applicants, both from California and across the nation. We have also had conversations with several foreign prospective applicants who are considering the opportunity.

Upcoming Activities
September will continue to be a heavy recruitment period, along with many conference calls / conversations with prospective applicants to answer more detailed questions, clarify the selection process, and assist with questions regarding completion of the application process. Our experience is that many applications are submitted in the last week leading up to the application deadline. With the Labor Day holiday, and many colleges commencing new academic terms, we fully expect this to be the case as we approach the September 21st priority review deadline.

The first meeting of the screening committee will be held September 17, 2015. All committee members have confirmed their attendance. The committee will undergo Equal Employment Opportunity Training (conducted by the District), sign confidentiality agreements, and be briefed on the search process, timeline, status of recruitment efforts, and applicant screening procedures. The committee will also identify questions for the Semi-finalist interviews, which will be held October 29-30, 2015. The application deadline for priority consideration is September 21, 2015. The Consultant team will review applications that same week in preparation for paper screening by the committee, which will commence September 28, 2015. Campus meetings, open forums, and interviews by the Board remain scheduled for November 11-13, 2015, with Board deliberation on finalists scheduled for the Special Board Meeting to be held November 17, 2015.

Board Updates
Regular updates will continue to be provided monthly to the Board of Trustees throughout the process. A summary of the complete applicant pool will be included in the report for the October 6, 2015 meeting.

Ralph Andersen & Associates continues its commitment to a comprehensive, high-quality search process, including a robust, aggressive recruitment process. The Board is encouraged to continue to forward any active leads and/or referrals to the consultants for follow-up.

SANTA MONICA COLLEGE

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2015-2016 UPDATE
RESPONSES TO 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, Erica LeBlanc*
❑ Completed ❑ Substantially Completed ☒ Addressed	❑ Not Addressed *(include reason if checked)*

RESPONSE

The Accreditation Steering Committee and Standards Committees are in the process of writing the Self-Evaluation Report with a target completion date of December 2015. The first drafts for all standards and some second drafts have been reviewed by the Steering Committee. In the coming months, the Steering Committee and Standards Committees will focus on gathering evidence referenced in the self-evaluation report and implementing strategies for getting the larger campus community involved in the Accreditation process.

The new ACCJC standards also require the development of a focused essay that addresses two or three substantive issues that will take several years to address. The issues to be addressed will be identified using a variety of sources including: the self-evaluation analyses developed by Steering Committee members after reviewing evidence from the college community, program review annual reports, institutional effectiveness annual reports, and the *Master Plan for Education* updates.

This objective will continue to be addressed during the 2015/16 in preparation for the accreditation site visit in Fall 2016.

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

RESPONSE
Several strategies have been developed and piloted to address the challenge of improving the CTE completion rate. These include: • automatic awarding of certificates and degrees once a student has satisfied the necessary requirements but not petitioned for the award; • sequencing CTE program courses to create seamless pathways from local high schools to SMC; • contextualizing curriculum content and accelerating completions through structured 8 week class modules; • working to develop a CTE alumni database in preparation for an expanded definition of completion that will acknowledge the success of workers who experience predetermined increases in salary based on specific course and training completion. The strategies listed above can be utilized more broadly across disciplines to continue to enhance student completion and success.

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

RESPONSE

The Office of Institutional Research and the Academic Senate Joint Institutional Effectiveness (IE) Committee developed a guide to assist administrative and student service units develop, assess, and document the use of outcomes assessment results (Unit Outcome Checklist). In addition, the IE Committee collaborated with the Management Information System (MIS) to design a template of a web-based content repository, similar to the Student Learning Outcome (SLO) Portal for the instructional and counseling programs, that would allow departments to systematically enter outcome statements and assessment methodologies, monitor assessment findings, and document use of results. MIS is currently working to develop the UO repository tool based on the template.

Evidence
UO Checklist:
http://www.smc.edu/ACG/AcademicSenate/AScommittees/Documents/Institutional%20Effectiveness/IEC%20Docs%202014-2015/UOChecklistFinal.pdf
IE Committee Minutes:
September 22, 2014
http://www.smc.edu/ACG/AcademicSenate/AScommittees/Documents/Institutional%20Effectiveness/IEC%20Docs%202014-2015/IEC_Minutes_20140922.pdf
November 24, 2014
http://www.smc.edu/ACG/AcademicSenate/AScommittees/Documents/Institutional%20Effectiveness/IEC%20Docs%202014-2015/IEC_Minutes_20141124.pdf

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*

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

RESPONSE

This objective has been addressed by the development and submission of the Student Equity Plan, the ongoing work related to funded Student Equity projects, the work of the newly established college student equity committee, and ongoing research with the Minority Male Community College Collaborative.

The Student Equity Plan Task Force developed and submitted SMC's Student Equity Plan with the following overarching goals:

- To build institutional capacity to address the achievement gap by engaging in systematic quantitative and qualitative inquiry and by implementing interventions and student support that directly address the identified equity gaps.

- To establish a standing college committee on Student Equity which will monitor progress on the plan, submit required annual reports, and develop future plans.

- To develop consensus on determining the performance measures for monitoring progress toward achieving the desired outcomes and establish target dates for achieving these outcomes.

These overarching goals will be accomplished by engaging in: (1) Research and inquiry, (2). Intervention and student support, and (3) an evaluation process in order to determine as a college community the most successful practices and how they can be brought to scale in order to have a broad and significant impact on closing the achievement gap.

Upon receipt of the student equity funding, a Request for Proposals was distributed and 23 proposals were received and reviewed by a subcommittee of the Task Force. 17 projects were funded supporting strategies to reduce the student equity gap on each of the five indicators for target student groups experiencing inequitable educational outcomes at SMC as illustrated in the campus-based research data. The first annual Student Equity Summit was held on January 23, 2015 to inform the campus community, highlight the projects under development, and to provide resources and information to those leading the projects.

In consultation with the Academic Senate, the Student Equity Plan Task Force, and administration a campus-wide committee on Student Equity was established. The members of this committee have engaged in several activities including launching the Community College Survey of Men in collaboration with Dr. Frank Harris and Dr. Luke Wood, co-directors of the Minority Male Community College Collaborative.

The Santa Monica College community has embraced equity in educational outcomes as a campus priority. This is demonstrated by the fact that both institutional Flex days in 2014-15 had equity as the central theme. In addition the Center for Teaching Excellence offers many opportunities for professional development related to equity and culturally responsive pedagogy.

![Santa Monica College logo]

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2015-2016 UPDATE
RESPONSES TO 2014-2015 INSTITUTIONAL OBJECTIVES

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

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

RESPONSE

The softening of enrollment demand is an ongoing issue and while the following strategies were developed and implemented in the 2014-2015 academic year, work in this area will continue as the conditions carry on to future years.

- Improved communication with new and continuing students through targeted email and robo-calling, as well as a new emphasis on the use of text as a primary form of communication.
- Strengthened web and social media content through the use of banners and facebook/twitter.
- Engaged parents and high school personnel through PTA communications.
- Been more proactive in targeting messaging using MyEdPlan data; for example, students who had a specific course listed on in MyEdPlan for Winter/Spring 2015 and there was an open seat in that course, we messaged students about that availability.
- Provided more enrollment opportunities for high school concurrent students by changing the enrollment policy to allow for earlier enrollment dates, as well as changing District policy in waiving enrollment fees for this population. Through Marketing, targeted mailings were sent throughout the District boundaries informing interested parties about these new opportunities.
- Revised the Welcome Letter, which was deployed in Salesforce, to streamline messaging.
- Using Salesforce, launched a campaign to actively remind students, at regular intervals, of enrollment dates.
- Increased the number of Admitted Student Days, busing in high school students for assessment and brief counseling, by approximately 40%.
- Increased the number of students in the First Year Experience program from less than 300 in 2013-14, to approximately 700 in 2014-15, and currently have over 1900 applications for the program for 2015-16. Data shows that FYE students are more likely to enroll full-time and have higher success and persistence rates than non-FYE students.

OBJECTIVE 6 To identify and address logistical challenges facing students using instructional support services.			*Responsible Area(s)* **Academic Affairs** Primary Contact: Georgia Lorenz
❑ Completed	❑ Substantially Completed	☒ Addressed	❑ Not Addressed *(include reason if checked)*

RESPONSE

The following issues have been identified.

Instructional Support/Tutoring Labs. The decentralized structure at Santa Monica College for supplemental instruction, student support labs and tutoring centers presents logistical challenges. Students report some difficulty identifying services, hours and locations around campus to seek help in different disciplines. The programs have worked to develop additional information on the website and to update the information on a regular basis. In addition staff coverage arises as an issue at the various locations because there is limited staff at each site. When someone is out sick or on vacation the impact on operations is significant and can limit services to students.

Supplemental Instruction. SMC Institutional Research Brief #683 (October 2014) reports that students who have at least minimal participation in SI successfully complete their courses at higher rates and persist to the next semester at higher rates. However, participation in SI is limited among students enrolled in target sections. One of the continuing issues for SI is the need for an assigned location. Currently, the program must schedule classroom space as it is available. The transient nature of classroom space, impacts the students as the supplemental instruction session may be displaced. This diminishes the ability of the program to reach the maximum number of students, as they may arrive at a classroom that was advertised, only to discover that the SI session has been moved. Because of the ongoing demands of students and their personal, work and other commitments, students need to be certain that they going to the proper location. If they find that the session has moved, they acknowledge that they may not continue onto the new location.

Broad, flexible instructional support. The College continues to address providing services for all students including those who attend evenings and weekends, have work and family commitments that limit their time on campus, and/or take online classes only. The library currently subscribes to a reference chat where students may log-in and seek reference assistance online, at their convenience, at any time of the day. Providing similar services for instructional support could improve access to these critical resources for all students. The College is continuing in its efforts to identity the best solutions for assisting students, who may be unable to utilize the on-ground services currently provided. The Distance Education committee of the Academic Senate is supporting an online tutoring pilot project in Fall 2015 to explore options to fulfill this need.

SANTA MONICA COLLEGE

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2015-2016 UPDATE
RESPONSES TO 2014-2015 INSTITUTIONAL OBJECTIVES

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

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

RESPONSE

A two-day training was held on October 1&2, 2014 by WebAIM, a program at the University of Utah, that provides training and consultation to assist businesses and institutions in addressing accessibility and 508 compliance. WebAIM is an acronym for "Web Accessibility In Mind."

On the first day Jared Smith from WebAIM presented to Senior Staff the issues about which the college needs to be concerned in providing accessible content to the college community. This includes:

- addressing accessibility for the SMC website
- electronic classroom content is made in an accessible format available to the college community
- ensuring that district purchases are also accessible
- responsibilities and requirements of 508 compliance

The second day of training was for the campus web designers, developers, program managers, and anyone interested in gaining a deeper understanding of web accessibility.

This training assists the college in preparing an overall strategy for the college to address web accessibility and 508 compliance.

As the College moves forward in developing its plan, a new Compliance Officer position in Human Resources has been created and recruitment is currently underway. This person's responsibilities will include 508 compliance. He/she will work with the web manager and other campus constituents to develop a plan for ongoing review to ensure that the college complies and supports the mandates of 508.

In addition the Instructional Resources Taskforce of the Academic Senate has developed "Effective Practices for Course Materials Adoption" as a guide for faculty in choosing course materials including textbooks (printed and electronic), publisher-provided companion websites, online labs, and others

![Santa Monica College logo]

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2015-2016 UPDATE
RESPONSES TO 2014-2015 INSTITUTIONAL OBJECTIVES

OBJECTIVE 8 To define and assess the College's capital improvement needs relative to the Facilities Master Plan.	*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*

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

RESPONSE

This objective has been addressed but is not yet completed. The DPAC Facilities Committee, Facilities Planning, and Facilities Maintenance and Operations areas have all contributed to initial work on defining and assessing the College's capital improvement needs. A consultant, ALMA Strategies, has been hired to update the Five Year Facilities Master Plan, as well as to prepare the FPP proposal for the Science/Math addition. The consultant will review the capital improvement plans identified by the College and provide guidance for those projects which are candidates for seeking state funding as determined by state formulas based on the space categories assigned to existing facilities.

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, Brenda Benson*

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

RESPONSE

1. GRIT pilot strategies were successfully expanded as follows:
   - Success Navigator – an assessment tool designed to help the college support students by evaluating their non-cognitive skills in four major domains: academic skills, commitment, self-management, and social support.
     - During the 2014-15 academic year, SuccessNavigator was administered to students enrolled in Couns 20, Black Collegians, Adelante, TRIO SSS and CEUS. By mid-May 2,162 students had taken the assessment and received feedback on their non-cognitive skill set.
   - You + 1 – a coaching program pairing students with mentor coaches who commit to providing encouragement and support to the paired student.
     - In spring 2015, GRIT invited students who had one or more low non-cognitive scores on SuccessNavigator, and self-identified as first generation, to participate in the You +1 pilot. Fifty students participated in the pilot. Assessment results identified a need for dedicated staff and leadership, for which funding is being sought.
2. A proposal to establish a dedicated office to support experiential/service learning, to be paired with the existing internship program, was made jointly by Interdisciplinary Studies and Career Center faculty and the GRIT committee.
   - A Service Learning coordinator who will work out of the Career Services Center was approved for Fall 2015.
   - This positon will identify opportunities for students to work and be of service in the larger community, track student experiences, and follow up by collecting assessment data. This position will also encourage faculty members to incorporate service learning in their courses.
   - Faculty leaders of the Career Services Center and GRIT visited service learning programs at other community colleges to identify and assess appropriate best practices that could be adapted at SMC.

OBJECTIVE 10 To enhance the documentation and review process for Institutional Imagination Initiative (I^3) projects to include implementation and assessment results.	*Responsible Area(s)* **DPAC** *Primary Contact: Georgia Lorenz*

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

RESPONSE
Quarterly updates to the Institutional Imagination Initiative (I^3) are presented to DPAC. A new form, "Request for Inclusion on I-Cubed Projects List" was developed in March 2015 to create an avenue for new projects to be added on an ongoing basis. Existing projects on the list have been categorized as pending, initiated, implemented, or institutionalized in order to reflect the status of each project. Assessment results related to I^3 projects beyond the status designation have not been incorporated.

SANTA MONICA COLLEGE

MASTER PLAN FOR EDUCATION 2015-2016 UPDATE
2015-2016 INSTITUTIONAL OBJECTIVES

OBJECTIVE 1	Responsible Area(s)
Complete and submit the 2016 Accreditation Self Evaluation report, identifying two to three major areas for improvement to include in the Quality Focus Essay and the seven year accreditation cycle.	Accreditation Steering Committee Campus Community Accreditation Liaison Officer

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 Recommendations
- ☐ Academic Senate Objectives
- ☒ Other (please indicate) accreditation requirements

Methods to Accomplish the Objective and Anticipated Outcomes:

- Complete writing the report. Engage in thorough review by the Steering Committee.
- Engage the campus community in discussion of the findings in the self-evaluation as well as identified priorities for improvement.

Estimated Cost: TBD	*Funding Source* ☒ *Existing* ☐ *Potential*

OBJECTIVE 2	*Responsible Area(s)*
Develop guidelines for defining program-level set standards for degree and certificate completion, a timetable for instructional programs to implement and assess these standards, and a plan to integrate this reporting into the program review process.	Institutional Research Institutional Effectiveness Academic Affairs Academic Senate Institutional Effectiveness Committee

Map to Institutional Learning Outcomes Supporting Goals

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

Addresses the following 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 Recommendations
- ☐ Academic Senate Objectives
- ☒ Other (please indicate)   Accreditation Requirement

Methods to Accomplish the Objective and Anticipated Outcomes:

- Institutional Research, in collaboration with the Institutional Effectiveness committee, will develop examples for degree and certificate completion using existing data and existing models based on the Institutional Effectiveness report institution-set standards. These examples will be distributed to the relevant departments.
- Faculty engage in departmental discussions about these program-set standards.
- Department Chairs communicate program-set standards to the Program Review Committee and Institutional Research to insure the department receives relevant data annually.
- Each Department Chair and/or Program Leader will develop a timetable for implementation. The Institutional Effectiveness Committee will be available for consultation.

Estimated Cost: $0	*Funding Source:* ☒*Existing* ☐ *Potential*

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Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2015-2016 UPDATE
2015-2016 INSTITUTIONAL OBJECTIVES

OBJECTIVE 3	*Responsible Area(s)*
Ensure results of the Student Equity pilot programs are widely shared to inform program and institutional dialogue around improving success, retention, and outcomes performance of African-American, Latino/a, and other target group students.	Student Equity Committee Academic Affairs Student Affairs, Counseling First Year Student Workgroup

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 Recommendations
❑ Academic Senate Objectives
❑ Other (please indicate) _____

Methods to Accomplish the Objective and Anticipated Outcomes:

- Hold the second annual Equity Summit.
- Prepare the update to the Student Equity plan, due in November 2015.
- Engage in workshops and other opportunities to share information at department and institutional Flex days.
- Produce publications focused on the SMC community sharing the results of all Equity projects including the M2C3 (Minority Male Community College Collaborative) survey and focus group results.

Estimated Cost: TBD	*Funding Source:* ☑ *Existing* ❑ *Potential* Student Equity funding

MASTER PLAN FOR EDUCATION 2015-2016 UPDATE
2015-2016 INSTITUTIONAL OBJECTIVES

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OBJECTIVE 4

Review previous facilities assessments and develop future capital outlay plans in alignment with the Facilities Master Plan.

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Responsible Area(s)

DPAC Facilities
Facilities Planning
Facilities Maintenance & Operations

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<tr>
<td colspan="5">*Map to Institutional Learning Outcomes Supporting Goals*</td>
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<tr>
<td>☐ *Goal 1: Innovative and Responsive Academic Environment*</td>
<td>☒*Goal 2: Supportive Learning Environment*</td>
<td>☐ *Goal 3: Stable Fiscal Environment*</td>
<td>☒*Goal 4: Stable Physical Environment*</td>
<td>☐ *Goal 5:Supportive Collegial Environment*</td>
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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
    ☒ Program Review Recommendations
    ☐ Institutional Effectiveness Recommendations
    ☐ Academic Senate Objectives
    ☐ Other (please indicate) _____

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Methods to Accomplish the Objective and Anticipated Outcomes:

- Hire consultant to do Facilities Master Plan update.
- Use results to update list of projects to be considered in capital outlay plans and requests.

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Estimated Cost: ???

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Funding Source: ☑*Existing*   ☐ *Potential*
District budget

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OBJECTIVE 5	*Responsible Area(s)*
Explore and inventory unmet space needs and physical facilities available to accommodate those needs, including program space (e.g. Supplemental Instruction) and office space (e.g. to accommodate part-time faculty office hours).	Facilities Planning subcommittee Academic Affairs Student Affairs

Map to Institutional Learning Outcomes Supporting Goals

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

Addresses the following 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 Recommendations

    ❑ Academic Senate Objectives

    ☒ Other (please indicate)   DPAC discussions

Methods to Accomplish the Objective and Anticipated Outcomes:

- Survey program leaders re unmet needs for physical space.
- Inventory the campus sites for available space to meet those needs, including space that may become available due to pending facility projects.
- Write a plan as to how available space can be appropriated to meet needs.

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

Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2015-2016 UPDATE
2015-2016 INSTITUTIONAL OBJECTIVES

OBJECTIVE 6 Develop means to identify and integrate the total cost of ownership into the procurement processes.	*Responsible Area(s)* Fiscal Services

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 Recommendations
    ☐ Academic Senate Objectives
    ☐ Other (please indicate) _____

Methods to Accomplish the Objective and Anticipated Outcomes:

- Determine feasibility of assessing Total Cost of Acquisition, including supplemental costs, staff time, and compatibility with existing equipment, systems etc, and incorporating this information into determination of lowest cost.
- Develop criteria for assessing and applying Total Cost of Acquisition.

Estimated Cost: $0	*Funding Source:* ☑*Existing* ☐ *Potential*

OBJECTIVE 7	Responsible Area(s
Develop a plan for establishing consistent baseline funding for technology, infrastructure, and the staff needed to maintain and support all areas of the College in alignment with the Technology Master Plan.	DPAC Budget & Technology Committees Fiscal Services Human Resources IT

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 Recommendations
    ☐ Academic Senate Objectives
    ☐ Other (please indicate) _____

Methods to Accomplish the Objective and Anticipated Outcomes:

- Implement initial phase of instructional technology funding plan.
- Use this as a model for developing a similar plan for funding infrastructure, non-instructional technology, and the business continuity plan.
- Identify staff functions needed to maintain and support the funded technology and infrastructure.
- Develop assessment measures for evaluating impact of consistent funding.

Estimated Cost: ??? check on	*Funding Source:* ☑ Existing ☐ Potential
	Line item in the 2015-16 budget

OBJECTIVE 8	Responsible Area(s)
Develop and implement innovative strategies designed to reach new markets and remove enrollment barriers to meet enrollment targets.	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
  ❑ Academic Senate Objectives
  ❑ Institutional Effectiveness Recommendations
  ❑ Other (please indicate) _____

Methods to Accomplish the Objective and Anticipated Outcomes:

- Expand dual enrollment with high schools
- Change policies in international education
- Simplify the enrollment process for students by removing barriers; revising policies and procedures, and creating a new simpler portal
- Expand marketing to non-traditional markets
- Explore scheduling methods that may attract more non-traditional students

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

SANTA MONICA COLLEGE

Santa Monica Community College District
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OBJECTIVE 9	Responsible Area(s)

To address logistical challenges facing students in using instructional support services.	Academic Affairs
	    Learning Resources
	    Distance Education
	Student Instructional Support Committee

Map to Institutional Learning Outcomes Supporting Goals

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

Addresses the following 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 and Anticipated Outcomes:

Methods
- Based upon the challenges identified in 2014-15, analyze and discuss possible solutions with faculty in impacted disciplines and the Student Instructional Support committee of the Academic Senate.
- Make recommendations for instructional support, systems, and services as well as strategies for promoting awareness and use of services.
- Conduct an online tutoring pilot project in the second 8 week session of Fall 2015. Analyze the results of that project.
- Identify the data related to student use of services to be collected to support ongoing assessment of the effectiveness of instructional support services.

Anticipated Outcomes
- Recommendations 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.
- Recommendation regarding adoption of online tutoring services

Estimated Cost:	Funding Source:	☑ Existing	☐ Potential

OBJECTIVE 10	Responsible Area(s)
Explore and pilot the use of non-traditional data collection methods and/or third-party data collection sources to more effectively track job placement of CTE students.	Enrollment Development Career Technical Education *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
- ☒ Institutional Effectiveness Recommendations
- ❑ Academic Senate Objectives
- ❑ Other (please indicate) _____

Methods to Accomplish the Objective and Anticipated Outcomes:

Research public and private services that provide current and trended career outcomes data of SMC's CTE program participants. Such services may include:

- · Trended views of programmatic outcomes for degrees and certificates;
- · Segmentation by industry of employment, major, gender and GPA;
- · Accessible 3rd party verified employment and wage data of participants;
- · A continuous survey designed to capture career outcomes data of recent CTE completers/leavers in stages in order to gather comprehensive and up-to-date information on occupational outcomes throughout the first year after completing/leaving program.

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

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OBJECTIVE 11 Develop and implement a framework, including timelines, appropriate benchmarks, thresholds, and triggers to achieve an intermediate target of 60% WTH taught by full-time faculty.	*Responsible Area(s)* Academic Affairs Budget Committee Human Resources Academic Senate *Primary Contacts:* *Georgia Lorenz, Fran Chandler*

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 Recommendations
☒ Academic Senate Objectives
☒ Other (please indicate)   Action by Board of Trustees on Full-Time/Part-Time Faculty Ratio Target, April 2009

Methods to Accomplish the Objective and Anticipated Outcomes:

An ad hoc committee of the Academic Senate and Academic Affairs shall meet to investigate and categorize the opportunities and challenges inherent in hiring more full-time faculty. Appropriate personnel in the areas of human resources and finance will then be consulted to assist the ad hoc committee in designing a feasible approach to meeting the target. Such consultation shall include, but not be limited to, discussions at appropriate DPAC subcommittees.

By the end of the 2015-16 academic year, the ad hoc committee will recommend to DPAC a preferred approach to achieve the intermediate Board of Trustees target of 60% full-time faculty. This approach shall be considered as an Institutional Objective for 2016-17.

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

OBJECTIVE 12	Responsible Area(s)
To organize and begin operating an Applied/Service learning center that will expand and support service learning experiences and volunteer opportunities for students.	GRIT Committee Academic Affairs Student Affairs

Map to Institutional Learning Outcomes Supporting Goals

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Addresses the following College Priorities and Strategic Initiatives

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   ☑ 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)   ILO #5: Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Methods to Accomplish the Objective and Anticipated Outcomes:

Methods

In partnership with the GRIT committee, The Career Services Center, and Interdisciplinary Studies, the Service Learning coordinator will start up the office by identifying service learning opportunities in a few key areas/course, and develop processes to track student participation and experiences, collect assessment data, and provide support for faculty members who want to offer service learning.

Anticipated Outcomes

- Functioning Service Learning program that supports faculty and student participation

Estimated Cost:	Funding Source: ☑ Existing ☐ Potential