



Santa Monica Community College District
District Planning and Advisory Council
MEETING – JULY 13, 2016
AGENDA

A meeting of the Santa Monica Community College District Planning and Advisory Council (DPAC) is scheduled to be held on Wednesday, **July 13, 2016** 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 Villanueva, CSEA President
(Vacant), CSEA Representative
Associated Students President

III. Review of Minutes: June 22, 2016

IV. Response from Superintendent/President on DPAC recommendation(s), if any

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.

A. Master Plan for Education Update, 2016-2017

- Review responses to 2015-2016 Institutional Objectives
- Revised form for Institutional Objectives

B. Discussion: Plan and timeline for cooling of college buildings

VI. Adjournment

Meeting schedule through June, 2016 (second and fourth Wednesdays each month at 3 p.m.)

<u>2016-2017</u>
July 27
August 24, 31
September 14, 28
October 12, 26
November 9
December 14
January 11, 25
February 8, 22
March 8, 22
April 12, 26
May 10, 24
June 14, 28

VII. Council of Presidents Meeting

The Council of Presidents will set the agenda for the July 27, 2016 DPAC meeting.



Santa Monica Community College District
MASTER PLAN FOR EDUCATION 2016-2017 UPDATE
RESPONSES TO 2015-2016 INSTITUTIONAL OBJECTIVES

OBJECTIVE 1			<i>Responsible Area(s)</i>
<p>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.</p>			<p>Accreditation Steering Committee</p> <p>Accreditation Liaison Officer – Georgia Lorenz</p> <p><i>Primary Contacts: Eve Adler and Erica Leblanc</i></p>
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The Accreditation Self Evaluation Report is nearly completed. The draft responses for all four standards have been edited and Standards I, II and III have been reviewed by the Board of Trustees. The Board will be asked to accept the report at the June Board meeting and the College will submit the report 60 days prior to the date of the visit (October 3 – 6, 2016).</p> <p>The Quality Focus Essay, a new requirement for the Accreditation Self-Evaluation process draws on the action plans identified in the Self-Evaluation report and coalesces these into an overarching action plan that the College, as a whole, will address in the coming years and use as the basis of its midterm report to ACCJC. The QFE comprises two components:</p> <ul style="list-style-type: none"> • Integrated Student Equity and Success Plan which will address equity gaps in student achievement, ongoing implementation of the Student Equity Plan processes, Basic Skills innovations, and various student learning strategies designed to increase student learning and success. • Transformative Technology Plan designed to address various technological improvements that will contribute to Santa Monica College’s ability to adapt to the changing needs of our students, changing external requirements (e.g., state and federal accountability measures, accreditation requirements, etc.) and operate more efficiently as an institution. This plan will also address the myriad issues of integrating large new systems such as the migration to the Canvas online learning platform, the integration of technology into the Strategic Planning Process and the resulting strategic initiatives that emerge from that process, and the ongoing staffing needs for Information Technology to respond to these changing needs and priorities. 			



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OBJECTIVE 2			<i>Responsible Area(s)</i>
<p>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.</p>			<p>Institutional Research</p> <p>Academic Affairs</p> <p>Academic Senate Institutional Effectiveness Committee</p> <p>Program Review Committee</p> <p><i>Primary Contact: Hannab Lawler</i></p>
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The Institutional Effectiveness (IE) Committee developed a guide, written in a FAQ format, designed as a resource for faculty in implementing program-level institution-set or minimum standards for success metrics. The guide addressed the following elements:</p> <ul style="list-style-type: none"> • Definition of program-level institution-set standards for student success metrics • Description of student success data metrics included in program review data packet • Calculation of suggested program-level institution-set or minimum standards using a common formula • Link to additional resources about program-level institution-set standards • Link to program review prompt questions in which performance on program-level institution-set standards could be discussed <p>The guide was presented to the Department Chairs during the summer of 2015. The guide can be accessed below:</p> <p>http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Program%20Review/Minimum%20Set%20Standards%20FAQ%20and%20Data%20Description.pdf</p> <p>The Office of Institutional Research developed data packets for every instructional department which included calculations of suggested minimum or institution-set standards for each degree/certificate program within a department. The data packets can be accessed below:</p> <p>http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Forms/AllItems.aspx?RootFolder=%2fEnrollmentDevelopment%2fInstitutionalResearch%2fDocuments%2fProgram%20Review%2fSuggested%20Institution-Set%20or%20Minimum-Set%20Standards&FolderCTID=0x012000F330DB2966BB194B89D8A5301910815A</p> <p>The next step of accomplishing this objective is to receive feedback from the faculty in using the guide and data packets to inform their program review</p>			



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OBJECTIVE 3			<i>Responsible Area(s)</i>
<p>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.</p>			<p>Student Equity Committee Academic Affairs Student Affairs Counseling First Year Student Workgroup</p> <p><i>Primary Contact: Georgia Lorenz</i></p>
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>Equity pilot programs are aimed at improving student success, retention, and performance outcomes across 5 institutional indicators (Access, Basic Skills Completion, Course Success, Degree/Certificate Completion and Transfer). SMC Equity data revealed that African American and Latino students were experiencing the greatest disproportionate impact across all five indicators; therefore, equity pilot programs were launched to address these student populations specifically. Through the equity plan approval process, all equity programs outlined in the official 2015 SMC Equity Plan are reviewed by Senior Staff, Academic Senate, and Board of Trustees. Second, the SMC Student Equity Committee, Institutional Research, the Center for Teaching Excellence, and special counseling programs, leverage opportunities to share equity programming geared toward improving our ability to serve African American and Latino students equitably. In addition to Equity Summit and Equity standing committee materials, equity-supported programming goals and outcomes have been shared campus-wide and beyond in the following ways:</p> <ul style="list-style-type: none"> • The Chemistry Bootcamp program and results were presented at the Fall 2015 Flex Day, Board of Trustees, and system-wide via an application for the John W. Rice Diversity and Equity Award • Frank Harris of the Minority Male Community College Collaborative (M2C3) made presentations to SMC faculty, staff, Board of Trustees, and Department chairs related to the Community College Survey of Men and initial student focus group findings. • The English Academy program and results were shared during Department Flex, with the Board of Trustees, and system wide via an application for the John W. Rice Diversity and Equity Award • Equity best practices and culturally responsive teaching strategies were frequent topics of professional development workshops sponsored by the Center for Teaching Excellence (Faculty Summer Institute: Equity initiatives and goals were discussed with 2015 Faculty Summer Institute (FSI) participants and will be a topic again at the upcoming FSI.) • The LMU Undergraduate Research Scholars Academy (URSA) for the Adelante and Black Collegians programs were shared at a spring 2016 General Advisory Board meeting, and during Fall FLEX day 2015. • The Equity Committee and Center for Teaching Excellence collaborated in a Faculty – Student workshop, which highlighted the two students’ research that resulted from the Equity funded English Academy. • Equity funding was used to send an “SMC Equity team” to the National Conference for Race & Ethnicity in America (NCORE) to share pilot program information and learn about initiatives at other institutions. Members of the team will bring lessons learned to SMC during the Fall 2016 Opening Day 			



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OBJECTIVE 4			<i>Responsible Area(s)</i>
Review previous facilities assessments and develop future capital outlay plans in alignment with the Facilities Master Plan.			DPAC Facilities Planning Subcommittee Facilities Planning Department Facilities Maintenance & Operations <i>Primary Contact: Greg Brown and Bob Isomoto</i>
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>Facilities needs were discussed throughout the year by the DPAC Facilities Planning Committee and input into a new facilities master planning process which was started during the Spring of 2016. A master planning architectural team was brought on to further assess our facilities, review space needs, meet with college faculty, staff, students, and community and make recommendations for future facilities. This is being done in coordination with planning for future capital outlay funding.</p> <p>The process will continue through the end of 2016.</p>			



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OBJECTIVE 5			<i>Responsible Area(s)</i>
<p>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).</p>			<p>DPAC Facilities Planning Subcommittee</p> <p>Facilities Planning Department</p> <p>Academic Affairs</p> <p>Student Affairs</p> <p><i>Primary Contact: Greg Brown, Bob Isomoto, Georgia Lorenz</i></p>
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>As new and remodeled facilities were opened during 2015-16, programs were relocated to resolve challenges identified through program review. Supplemental Instruction and STEM were relocated to the third floor of Drescher Hall to satisfy both office needs as well as space for studying, supplemental instruction, and collaboration among students. This also opened space in LS for staff in Institutional Research. Financial Aid moved to remodeled space on the first floor of Drescher Hall which will free up critical space for DSPS proctoring of exams in a more appropriate space as well as the EOP&S and Guardian Scholars programs.</p> <p>When the Center for Media and Design and the new KCRW buildings open in Winter 2017, additional space will become available to address space needs including faculty office hour space. The Library and Learning Resources departments are exploring ways in which additional space can be created in the library. This, in turn, would open other spaces on campus for classrooms and/or faculty offices.</p> <p>In Spring 2016 the District started a Facilities Master Plan process which will further inventory space needs, provide a space utilization analysis and provide recommendations for housing future programs.</p>			



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OBJECTIVE 6			<i>Responsible Area(s)</i>
Develop means to identify and integrate the total cost of ownership into the procurement processes.			Fiscal Services <i>Primary Contact: Chris Bonvenuto and Bob Isomoto</i>
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The District has implemented total cost of ownership into the procurement of goods and services which require a bidding process such as Requests for Proposals. When evaluating the proposals from vendors the District takes into account the life cycle cost of the item including the original purchase price, ongoing annual fees, installation/training, supplies, and maintenance agreement costs. This process results in the selection of a vendor that offers the lowest overall cost during the life cycle of the good/service.</p> <p>A part of the concept of total cost of ownership is to recognize and plan for the replacement of goods and equipment when you procure them. The two largest areas where this concept is most prevalent is with technology based equipment and facilities related equipment. To start to address this concept in relationship to technology based equipment, in 2015-2016 the District implemented a Technology Equipment Replacement Plan (TERP) addressing the need to recognize and plan for the replacement of technology based equipment after its original life cycle is complete. The TERP addresses the replacement costs for all District desktop computers, projectors, doc cams and controllers for AV in the classroom. When the District purchases a new piece of technology based equipment the item and its related replacement costs is added to the TERP so that the District can plan for the replacement of the technology item when it reaches its useful life.</p> <p>In 2015-2016 the District started the process of developing similar replacement plans for equipment associated with facilities. The two replacement plans currently under development include classroom equipment/furniture replacement and restroom equipment replacement (E.g. sinks, valves, mirrors, paint, partitions). While these plans are still under development the District used the preliminary information to move forward in 2015-2016 and replace hundreds of classroom desks that were severely past their useful life and has ordered the necessary replacement equipment to revitalize 16 restrooms on campus.</p> <p>Finally, the District has been working on a facility Total Cost of Ownership plan which would assist the District in understanding and planning for the cost of maintaining and operating a new facility prior to approving the facility for procurement/construction. This plan is in draft form and should be completed in the 2016-2017 fiscal year.</p>			



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OBJECTIVE 7			<i>Responsible Area(s)</i>
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 and Technology Planning Subcommittees Fiscal Services Human Resources Information Technology <i>Primary Contact: Steven Chen</i>
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The District has implemented a Technology Equipment Replacement Plan (TERP) addressing the need to recognize and plan for the replacement of technology based equipment at the end of the life cycle. The TERP allows the District to budget for the replacement costs for all District desktop computers and classroom instructional technology. In 2015-2016 the District implemented the plan resulting in the replacement of 46 classroom document cameras, 598 instructional and 200 non-instructional outdated computers. In the future, the purchase and projected replacement costs of new technology based equipment will be added to the TERP. The District can then plan for the replacement of the technology item when it reaches the end of its useful life creating a benchmark for future funding.</p> <p>Determining the correct amount of staffing using analytical processes has been difficult with loss of key leadership in the Information Technology division during the 15-16 fiscal year. With new leadership in the IT Division, an analytical process for determining staffing is being developed.</p>			



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OBJECTIVE 8			<i>Responsible Areas</i>
Develop and implement innovative strategies designed to reach new markets and remove enrollment barriers to meet enrollment targets.			Enrollment Development
			Academic Affairs
			<i>Primary Contact: Teresita Rodriguez</i>
<input type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>Several strategies to remove enrollment barriers have been implemented to improve enrollment outcomes. Most significantly, the relaxing of the requirement for new students to complete all SSSP steps <i>before</i> enrollment considerably improved enrollment yield for this population. All SSSP steps are still required, but by allowing some to be done after initial enrollment has helped remove barriers to enrollment. In addition, modifications were made to the enrollment process for enforced prerequisites for sequential classes permitting students to enroll earlier. Finally, enrollment dates were condensed allowing for more timely enrollment.</p> <p>Additionally, the implementation of Multiple Measures, the plans for more responsive class scheduling, the increased communications with new and continuing students, and the improved counseling follow-up through the outreach funnel have shown to have positive results.</p> <p>Plans are underway for the implementation of better scheduling tools, for additional community outreach, for course patterns to attract new markets, for a more student-friendly online orientation, and for additional contract education.</p>			



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OBJECTIVE 9			<i>Responsible Area(s)</i>
To address logistical challenges facing students in using instructional support services.			Academic Affairs Learning Resources Distance Education Student Instructional Support Committee <i>Primary Contact: Georgia Lorenz</i>
<input type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input checked="" type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The logistical challenges facing students have been addressed during the 2015-16 academic year by working with faculty to find solutions in impacted disciplines. These have included:</p> <ul style="list-style-type: none"> • The integration of the support lab in English 20 by embedding Instructional Assistants • Opening a new lab for pre-collegiate Math classes • The Director, SI and Tutoring attended departmental meetings in math, English, and the sciences to learn more about challenges and potential solutions specific to these disciplines • The faculty received a presentation from Learning Resources staff in order to better align expectations with the various support services available • The various Learning Resources labs were included in the Flex day tour to increase faculty members' awareness and frequency of referral of students • An online tutoring pilot project was initiated in the Fall and expanded in the Spring. Student use is being tracked and feedback solicited in order to identify challenges and opportunities <p>The Dean, Learning Resources position was filled in Spring 2016. The Dean and staff have begun the development of a strategic plan which will engage tutoring coordinators and LRC administrators in systematic and concerted efforts to improve all components of the students' experience in the Learning Resources Centers.</p>			



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OBJECTIVE 10			<i>Responsible Area(s)</i> Institutional Research Career Technical Education Academic Senate Institutional Effectiveness Committee <i>Primary Contact: Teresita Rodriguez</i>
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.			
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>Seven non-traditional data collection methods and vendors were explored in depth in FY 15-16 in an effort to better understand employment outcomes of CTE students. The College is participating in the 2016 version of the state’s CTE Employment Outcomes Survey (CTEOS). The questionnaire surveys SMC students who complete or leave Career Technical Education (CTE) programs, including whether the students became employed within their field of study, if their coursework improved their wage and other employment benefits, and reasons why students drop out of CTE programs. The survey administration began in April 2016 by email, telephone, and U.S. mail, and we expect to receive a report of the results from the state by end of June 2016. While the survey is a good option, the College is limited to information provided by willing respondents.</p> <p>A promising development would allow SMC to directly contract with CA Employment Development Department (EDD) to receive comprehensive employment outcome data directly from this source and we are now in early conversations with them about the feasibility of this option.</p>			



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OBJECTIVE 11			<p><i>Responsible Area(s)</i></p> <p>Academic Affairs</p> <p>Human Resources</p> <p>Academic Senate</p> <p>DPAC Budget Planning Subcommittee</p> <p><i>Primary Contacts: Georgia Lorenz, Fran Chandler</i></p>
<p>Develop and implement a long-term plan to increase the percentage and net number of full-time faculty. The plan will include a target percentage, timelines, and benchmarks.</p>			
<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>An ad hoc task force was formed by the Academic Senate and Academic Affairs to develop a long-term plan. The “Full-Time Faculty Hiring Plan” was presented to DPAC February 24, 2016 and forwarded to the Superintendent/President for consideration. The plan included a baseline and two alternate models to increase the percentage of instructional weekly teacher hours to be taught by full time faculty. The plan recommended that the percentage of full-time faculty be included in the annual Institutional Effectiveness report as a key performance indicator in the future.</p>			



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OBJECTIVE 12			<i>Responsible Area(s)</i>
<p>To organize and begin operating an Applied/Service learning center that will expand and support service learning experiences and volunteer opportunities for students.</p>			GRIT Committee
			Academic Affairs
			Student Affairs
			<i>Primary Contact: Eric Ojfer and Brenda Benson</i>
<input checked="" type="checkbox"/> Completed	<input type="checkbox"/> Substantially Completed	<input type="checkbox"/> Addressed	<input type="checkbox"/> Not Addressed <i>(include reason if checked)</i>
RESPONSE			
<p>The College hired an Applied/Service Learning Senior Student Services Specialist who is housed in the Career Services Center and collaborates with the Career Services faculty leader and Internship coordinator. The Applied/Service Learning Senior Student Services Specialist is a member of the GRiT committee, which created a subcommittee focusing on applied/service learning. This subcommittee, which includes the Applied/Service Learning Student Services Specialist, the Internship coordinator, the Senior Administrative Dean, Counseling, Retention, and Student wellness; the Curriculum Committee chair and Interdisciplinary Studies faculty leader, a faculty leader from the Center for Teaching Excellence, and the GRiT faculty leader, supports the work of the specialist, and discusses strategies for implementation and institutionalization of applied/service learning at SMC.</p> <p>The Applied/Service Learning Senior Student Services Specialist developed handbooks and trainings for students and faculty. Working with the College’s legal counsel, the specialist also created contractual forms for students and agencies where students will be placed, and did a good deal of outreach to potential sites where students doing service/applied learning can be placed. The specialist has presented information about applied/service learning to department chairs and to some departments. Additionally, she has contacted numerous faculty members about offering applied/service learning in their courses and how the office can support them in doing so. A handful of faculty members in departments like Education/ECE, English, and Philosophy and Social Sciences have used the center to support their efforts to incorporate such learning into their classes. The specialist and the subcommittee believe it is best for the long-term success of the center to expand gradually and deliberately the number of faculty and departments.</p> <p>The subcommittee also has sought to enable faculty members to offer applied/service learning opportunities for students without requiring it of all the students in the course. Currently, a new 1 unit applied learning course is being developed. A student could choose to take this course in conjunction with a 3, 4, or 5 unit academic course in a related field. The Applied/Service Learning Senior Student Services Specialist will support these experiences, too.</p>			