



Santa Monica Community College District

MASTER PLAN FOR EDUCATION UPDATE 2016-2017

2016-2017 INSTITUTIONAL OBJECTIVES

RESPONSES TO 2015-2016 INSTITUTIONAL OBJECTIVES



Santa Monica Community College District
MASTER PLAN FOR EDUCATION
2016-2017 UPDATE
TABLE OF CONTENTS

<u>Topic</u>	<u>Page</u>
Introduction.....	2
Vision, Mission, and Goals Statements	3
 2016-2017 INSTITUTIONAL OBJECTIVES	
Institutional Objectives, 2016-2017.....	5
 2015-2016 INSTITUTIONAL OBJECTIVES	
Responses to 2015-2016 Institutional Objectives 1-12	20
 Addenda	
Program Review 2016 Planning Summary.....	32
Institutional Effectiveness Committee Observations in 2015-2016	38
SMC Self-Evaluation 2016 Quality Focus Essay	41
Board of Trustees Goals and Priorities, 2016-2017.....	49
Academic Senate Objectives, 2016-2017.....	51
Technology Objectives, 2016-2017	53
Presentation/Reports/Actions at Board of Trustees Meetings Related to Board Goals and Priorities, Strategic Initiatives and College Priorities, 2007-2008 – 2015-2016.....	56
Five-Year Study of Institutional Objectives Mapped to Strategic Initiatives and Level of Completion.....	62
Capital Outlay Programs Update, July 2016	78
SMC Annual Report, 2015-2016 (Introduction).....	91
DPAC Summary of Actions, 2015-2016	95

Santa Monica Community College District
MASTER PLAN FOR EDUCATION
2016-2017 UPDATE

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 I³ (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 2016-2017 *Master Plan for Education* update includes documentation of DPAC's evaluation of the responses to the 2015-2016 institutional objectives, categorizing each as Completed, Substantially Completed, Addressed, or Not Addressed. (83% of the twelve 2015-2016 institutional objectives were determined to be either Completed [58%] or Substantially Completed [25%.]) In an effort to make this planning document more complete and a more useful reference, a number of related planning documents and reports are included as addenda:

- Program Review 2016 Planning Summary
- Institutional Effectiveness Committee Observations
- SMC Self-Evaluation Quality Focus Essay
- Board of Trustees Goals and Priorities, 2016-2017
- Academic Senate Objectives, 2016-2017
- Technology Objectives, 2016-2017
- Presentations/Reports/Actions at Board of Trustees Meetings related to Board Goals and Priorities, Strategic Initiatives/College Priorities, 2007-2008 – 2015-2016
- Five-Year Study of Institutional Objectives Mapped to Strategic Initiatives/College Priorities and Level of Completion
- Capital Outlay Program Update, 2016
- SMC Annual Report for 2015-2016 (Introduction)
- DPAC Annual Report Summary of Actions, 2015-2016

In preparation for formulating institutional objectives for 2016-2017, 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. 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. The Institutional Objectives were reviewed by the senior administrative staff and accepted by the Superintendent/President.

This final document is the result of review and approval by the District Planning and Advisory Council, and review and acceptance by the SMC Senior Administrative Staff and Superintendent/President.



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 undergraduate degrees and certificates 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)

Revision approved by DPAC: 3/25/2015, Board of Trustees: 4/7/2015



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

OBJECTIVE 1 Develop a future capital outlay plan in alignment with the updated Facilities Master Plan	Responsible Area(s) Facilities Facilities Planning				
Map to Institutional Planning Documents					
<input checked="" type="checkbox"/> Board of Trustees Goals and Priorities	<input type="checkbox"/> Program Review Observations	<input type="checkbox"/> Institutional Effectiveness Observations	<input type="checkbox"/> Academic Senate Objectives	<input type="checkbox"/> Accreditation Self-Evaluation Findings	<input type="checkbox"/> Other (specify)
Map to Institutional Strategic Initiatives and Priorities, Institutional Learning Outcomes Supporting Goals					
<u>Strategic Initiatives</u> <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I ³)	<u>Priorities</u> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education	<input checked="" type="checkbox"/> <u>Institutional Learning Outcomes Supporting Goals</u> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment			
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> 1. Continue to complete the 2016/17 Facilities Master Plan Update. 2. Depending on the results of local and statewide bond measures, survey the available sources of funding. 3. Using the potential projects in the 2016/17 Facilities Master Plan Update, create a capital outlay project priority list using the following steps: a. Determine the timing of availability of funding. b. Necessary sequencing of construction including secondary effects of projects and temporary housing of displaced programs. c. The needs of the users and programs					
Estimated Cost:		Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential			



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

OBJECTIVE 2 Develop a plan to efficiently and effectively provide for the cooling needs of district facilities for the next five years, including a specific implementation timeline for Summer 2017.	Responsible Area(s) Facilities Facilities Planning				
Map to Institutional Planning Documents					
<input checked="" type="checkbox"/> Board of Trustees Goals and Priorities	<input type="checkbox"/> Program Review Observations	<input type="checkbox"/> Institutional Effectiveness Observations	<input type="checkbox"/> Academic Senate Objectives	<input type="checkbox"/> Accreditation Self-Evaluation Findings	<input checked="" type="checkbox"/> Other (specify) DPAC Facilities Resolution
Map to Institutional Strategic Initiatives and Priorities, Institutional Learning Outcomes Supporting Goals					
<u>Strategic Initiatives</u> <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I ³)	<u>Priorities</u> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education	<input checked="" type="checkbox"/> <u>Institutional Learning Outcomes Supporting Goals</u> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment			
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> 1. Determine the permanent facilities currently without air-conditioning that are not scheduled for future renovations. 2. Survey all air conditioning systems and determine the systems best suited for all buildings. 3. Meet with building occupants to explain details of proposed systems and potential disruptions during construction. 4. Estimate project cost for each building. 5. Determine potential funding sources. 6. Develop a priority list of buildings and a potential construction schedule.					
Estimated Cost:			Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		



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

OBJECTIVE 3 Develop a plan to establish a gender equity center to serve all students interested in or having a need for services regarding issues of gender, sexuality, identity and inclusion.	Responsible Area(s) Gender Equity Center Workgroup Academic Senate Student Services Institutional Research				
Map to Institutional Planning Documents					
<input type="checkbox"/> Board of Trustees Goals and Priorities	<input type="checkbox"/> Program Review Observations	<input type="checkbox"/> Institutional Effectiveness Observations	<input checked="" type="checkbox"/> Academic Senate Objectives	<input type="checkbox"/> Accreditation Self-Evaluation Findings	<input type="checkbox"/> Other (specify)
Map to Institutional Strategic Initiatives and Priorities, Institutional Learning Outcomes Supporting Goals					
<u>Strategic Initiatives</u> <input checked="" type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I ³)	<u>Priorities</u> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education	<input type="checkbox"/> <u>Institutional Learning Outcomes Supporting Goals</u> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment			
<i>Methods to Accomplish the Objective:</i> <ul style="list-style-type: none"> Conduct Student and Faculty surveys through IR to collect feedback regarding the programs, services, and populations served at the Gender Equity Center. Create a plan for the staffing and location of the Gender Equity Center through the Gender Equity Workgroup. Work with Associated Students to ensure awareness of the Gender Equity Center and solicit their suggestions for programming and activities at the center. Work with the office of Student Services, Black Collegians, Adelante, Veteran’s Resource Center, DSPS, and other college groups to collect their feedback and suggestions for intersectional programming at the Gender Equity Center. Professional Development Day (Flex Day) workshops regarding gender equity on our campus. 					
<i>Anticipated Outcome:</i> <ul style="list-style-type: none"> A strategic plan for the establishment of the Gender Equity Center in the 2017-18 Academic Year. The development of a plan that includes staffing, location, and programming for the Gender Equity Center. 					
Estimated Cost: Unknown			Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		



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

OBJECTIVE 4 Convert class scheduling process from a physical to an electronic format.	Responsible Area(s) Scheduling Workgroup Academic affairs MIS				
Map to Institutional Planning Documents					
<input type="checkbox"/> Board of Trustees Goals and Priorities	<input type="checkbox"/> Program Review Observations	<input type="checkbox"/> Institutional Effectiveness Observations	<input checked="" type="checkbox"/> Academic Senate Objectives	<input type="checkbox"/> Accreditation Self-Evaluation Findings	<input type="checkbox"/> Other (specify)
Map to Institutional Strategic Initiatives and Priorities, Institutional Learning Outcomes Supporting Goals					
<u>Strategic Initiatives</u> <input checked="" type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I ³)	<u>Priorities</u> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input checked="" type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education	<input checked="" type="checkbox"/> <u>Institutional Learning Outcomes Supporting Goals</u> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment			
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> <ul style="list-style-type: none"> A work group consisting of department chairs, academic affairs, and MIS has been meeting since Spring of 2016 on streamlining and modernizing the scheduling process. The workgroup is investigating commercial products on scheduling tools and is also looking into the possibility of developing an in-house product. <p>Anticipated Outcomes: Identify an appropriate electronic system to replace the current paper based class scheduling process and begin implementation.</p>					
<i>Estimated Cost:</i> Unknown			<i>Funding Source:</i> <input type="checkbox"/> Existing <input checked="" type="checkbox"/> Potential		



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

<p>OBJECTIVE 5</p> <p>Revisit the plan developed by the Ad Hoc Full-Time Faculty Task Force to adjust benchmarks as needed with the goal of implementing a long-term plan to increase the percentage and net number of full-time faculty.</p>	<p>Responsible Area(s)</p> <p>Academic Affairs Academic Senate Finance/Budget Committee Human Resources</p> <p>Primary Contacts: Georgia Lorenz, Fran Chandler</p>				
Map to Institutional Planning Documents					
<input checked="" type="checkbox"/> Board of Trustees Goals and Priorities	<input type="checkbox"/> Program Review Observations	<input type="checkbox"/> Institutional Effectiveness Observations	<input checked="" type="checkbox"/> Academic Senate Objectives	<input checked="" type="checkbox"/> Accreditation Self-Evaluation Findings	<input type="checkbox"/> Other (specify)
Map to Institutional Strategic Initiatives and Priorities, Institutional Learning Outcomes Supporting Goals					
<p><u>Strategic Initiatives</u></p> <p><input type="checkbox"/> GRIT</p> <p><input type="checkbox"/> Institutional Imagination (I³)</p>	<p><u>Priorities</u></p> <p><input type="checkbox"/> Basic Skills</p> <p><input type="checkbox"/> Global Citizenship</p> <p><input type="checkbox"/> Sustainable Campus</p> <p><input type="checkbox"/> Career Technical Education</p>	<p><input checked="" type="checkbox"/> <u>Institutional Learning Outcomes Supporting Goals</u></p> <ol style="list-style-type: none"> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment 			
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>The work of this on-going task force of the Academic Senate and Academic Affairs will identify appropriate benchmarks and timelines in consultation with personnel in the areas of human resources and finance.</p> <p>By the end of December 2016, the task force will supply to DPAC a preferred approach designed to achieve the benchmarks.</p> <p>By the end of December 2016, the task force will supply appropriate data to the Institutional Effectiveness Committee for its annual IE report and the dashboard.</p>					
Estimated Cost:		Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential			



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

OBJECTIVE 6 Identify strategies to increase student enrollment including an implementation timeline for each.	Responsible Area(s) Enrollment Development Outreach and Marketing Academic Senate Associated Students				
Map to Institutional Planning Documents					
<input checked="" type="checkbox"/> Board of Trustees Goals and Priorities	<input type="checkbox"/> Program Review Observations	<input type="checkbox"/> Institutional Effectiveness Observations	<input type="checkbox"/> Academic Senate Objectives	<input type="checkbox"/> Accreditation Self-Evaluation Findings	<input type="checkbox"/> Other (specify)
Map to Institutional Strategic Initiatives and Priorities, Institutional Learning Outcomes Supporting Goals					
<u>Strategic Initiatives</u> <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I ³)	<u>Priorities</u> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education	<input checked="" type="checkbox"/> <u>Institutional Learning Outcomes Supporting Goals</u> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment			
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> Given the decline in high school enrollment and graduation across most of the country, along with increased competition locally, it is imperative that the College identify and implement ways to increase enrollment. <ul style="list-style-type: none"> • Identify new student markets and package, and promote, offerings that meet their needs. • Utilize existing technologies and data (eg. MyEdPlan, Corsair Connect class request and waitpool functions, and Schedule Planner, etc.) to inform more responsive scheduling. • Evaluate all enrollment policies and procedures to identify ways to remove barriers to enrollment • Expand CCAP agreements to increase dual enrollment • Revitalize relationships with international partners and expand reach in countries where international enrollment is low. • Expand out-of-state outreach • Improve marketing and communication throughout the enrollment cycle. • Develop a comprehensive College Promise program. • 					
Estimated Cost:		Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential			



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

OBJECTIVE 7 Identify ways to infuse financial literacy throughout the curriculum with the intent to improve student success.	Responsible Area(s) Curriculum Committee <ul style="list-style-type: none"> • Center for Teaching Excellence • Business Department • Academic Affairs • Department Chairs or designees • Financial Aid
Map to Institutional Planning Documents	
<input checked="" type="checkbox"/> Board of Trustees Goals and Priorities	<input type="checkbox"/> Program Review Observations
<input type="checkbox"/> Institutional Effectiveness Observations	<input checked="" type="checkbox"/> Academic Senate Objectives
<input type="checkbox"/> Accreditation Self-Evaluation Findings	<input checked="" type="checkbox"/> Other (specify) Bus. Dept. Resolution
Map to Institutional Strategic Initiatives and Priorities, Institutional Learning Outcomes Supporting Goals	
<u>Strategic Initiatives</u> <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I ³)	<u>Priorities</u> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education
<input checked="" type="checkbox"/> <u>Institutional Learning Outcomes Supporting Goals</u> <ol style="list-style-type: none"> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment 	
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> <ul style="list-style-type: none"> • Review the steps taken to infuse global citizenship and sustainability goals throughout the curriculum as a guide for doing something similar for financial literacy. • Investigate the financial literacy best practices of other college and university campus. • Investigate making this a long-term strategic initiative. • Work with department chairs or designees and the CTE Committee to determine where opportunities exist to weave financial literacy into existing courses as well new courses. • Expand the number and scope of financial literacy workshops. • Identify a message that will resonate with students' natural desire to be free of financial fears as a direct result of better financial planning. • Collaborate with the Center for Teaching Excellence, the Foundation, and the Associates to determine how best to support this effort with professional development day speakers, keynote speakers, mini-grants, etc. • Coordinate with SSSP and Student Equity committees and leaders to fund mini-grants for innovative ideas and curriculum development. 	
Anticipated Outcome: A plan filled with recommendations for inculcating financial literacy throughout the curriculum.	
Estimated Cost:	Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential



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

OBJECTIVE 8 Establish consistent baseline funding for technology infrastructure including staff and begin establishing benchmarks and best practices to evaluate maintenance and support across all College technology operations.	Responsible Area(s) Information Technology <ul style="list-style-type: none"> • Fiscal Services • DPAC Budget Subcommittee 				
Map to Institutional Planning Documents					
<input checked="" type="checkbox"/> Board of Trustees Goals and Priorities	<input type="checkbox"/> Program Review Observations	<input type="checkbox"/> Institutional Effectiveness Observations	<input type="checkbox"/> Academic Senate Objectives	<input checked="" type="checkbox"/> Accreditation Self-Evaluation Findings	<input type="checkbox"/> Other (specify)
Map to Institutional Strategic Initiatives and Priorities, Institutional Learning Outcomes Supporting Goals					
<u>Strategic Initiatives</u> <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I ³)	<u>Priorities</u> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education	<input checked="" type="checkbox"/> <u>Institutional Learning Outcomes Supporting Goals</u> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment			
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> <ul style="list-style-type: none"> • Utilize the Technology Equipment Replacement model for developing a similar plan for funding infrastructure, maintenance and support for College technology. • Inventory existing, and planned, software and hardware utilized by the college and identify lifecycle and renewal timelines for each, along with their associated ongoing costs. • Review best practices for technology infrastructure to inform planning at the College • Identify staff functions needed to maintain and support the funded technology and infrastructure. • Develop assessment measures for evaluating impact of consistent funding. 					
Estimated Cost:		Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential			



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

OBJECTIVE 9 Develop a strategic plan for Learning Resources to provide comprehensive, integrated, and sustained instructional support to students.	Responsible Area(s) Academic Affairs Learning Resources Academic Senate Student Instructional Support Committee				
Map to Institutional Planning Documents					
<input type="checkbox"/> Board of Trustees Goals and Priorities	<input checked="" type="checkbox"/> Program Review Observations	<input type="checkbox"/> Institutional Effectiveness Observations	<input type="checkbox"/> Academic Senate Objectives	<input type="checkbox"/> Accreditation Self-Evaluation Findings	<input type="checkbox"/> Other (specify)
Map to Institutional Strategic Initiatives and Priorities, Institutional Learning Outcomes Supporting Goals					
<u>Strategic Initiatives</u> <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I ³)	<u>Priorities</u> <input checked="" type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input checked="" type="checkbox"/> Career Technical Education	<input checked="" type="checkbox"/> <u>Institutional Learning Outcomes Supporting Goals</u> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment			
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> Methods <ul style="list-style-type: none"> • Implement an annual student survey to assess Student Learning Outcomes as well as student satisfaction. • Explore centralizing some learning resources with the library as a potential site. • Promote collaboration and sharing of best practices across learning resource centers and staff. • Enhanced professional development and training opportunities for Instructional Assistants and student tutor / Supplemental Instruction leaders. • Enhance outreach to students and faculty. • Implement a tracking system in select disciplines which provides curricular feedback to faculty. Anticipated Outcomes <ul style="list-style-type: none"> • A multi-year strategic plan for continuous quality improvement. • Recommendations related to the centralization of learning resources. • Increase in student use of learning resources including the Learning Resource Centers, tutoring, supplemental instruction, and other instructional support services. 					
Estimated Cost:			Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		



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

<p>OBJECTIVE 10</p> <p>Convene College stakeholders to develop a data-driven work plan in support of the Strong Workforce Program to improve Career Technical Education outcomes.</p>	<p>Responsible Area(s) Academic Affairs</p> <ul style="list-style-type: none"> • Workforce and Economic Development • Career Technical Education committee • Career Technical Education Department Chairs or designees • Institutional Research
Map to Institutional Planning Documents	
<input checked="" type="checkbox"/> Board of Trustees Goals and Priorities	<input type="checkbox"/> Program Review Observations
<input type="checkbox"/> Institutional Effectiveness Observations	<input type="checkbox"/> Academic Senate Objectives
<input checked="" type="checkbox"/> Accreditation Self-Evaluation Findings	<input checked="" type="checkbox"/> Other (specify) Strong Workforce recommendations
Map to Institutional Strategic Initiatives and Priorities, Institutional Learning Outcomes Supporting Goals	
<p><u>Strategic Initiatives</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I³) 	<p><u>Priorities</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input checked="" type="checkbox"/> Career Technical Education
<p><input checked="" type="checkbox"/> <u>Institutional Learning Outcomes Supporting Goals</u></p> <ol style="list-style-type: none"> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment 	
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>The Strong Workforce program requires colleges and regional consortia to meet workforce demands by developing new CTE programs, expanding enrollment in CTE programs, and/or improve the quality of CTE programs. Local and regional plans that will be funded must demonstrate partner engagement and that expenditure will lead to successful student workforce outcomes including: completion, transfer, and employment rates, increased wage earnings, and proportion of students who attained living wages.</p> <p>Methods:</p> <ul style="list-style-type: none"> • Facilitate local meetings and participate in regional meetings with external partners required to access funding. • Access support resources such as “CTE Data Unlocked,” Centers of Excellence, and LMI data to drive and shape the plan • Create a plan for implementation and expenditure of funding received <p>Anticipated Outcomes</p> <ul style="list-style-type: none"> • A work plan in place for implementation that illustrates the activities which will lead to new CTE programs, an increase in enrollment in CTE programs, and improved completion, transfer, employment rates, and wage earnings. 	
Estimated Cost: local allocation \$871,012	Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential



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

<p>OBJECTIVE 11</p> <p>Prepare a report describing the practices and outcomes associated with the GRIT strategic initiative designed to support academic success through the development of non-cognitive skills and integration into the work and mission of the institution. Develop a “toolbox” of proven GRIT strategies for faculty and staff working with students to promote academic success.</p>	<p>Responsible Area(s) GRIT Committee</p> <ul style="list-style-type: none"> • Academic Affairs • Institutional Research • Center for Teaching Excellence • Applied Learning Center • Counseling • Community and Academic Relations 				
<p>Map to Institutional Planning Documents</p>					
<input type="checkbox"/> Board of Trustees Goals and Priorities	<input type="checkbox"/> Program Review Observations	<input type="checkbox"/> Institutional Effectiveness Observations	<input type="checkbox"/> Academic Senate Objectives	<input type="checkbox"/> Accreditation Self-Evaluation Findings	<input type="checkbox"/> Other (specify)
<p>Map to Institutional Strategic Initiatives and Priorities, Institutional Learning Outcomes Supporting Goals</p>					
<p><u>Strategic Initiatives</u></p> <p><input checked="" type="checkbox"/> GRIT</p> <p><input type="checkbox"/> Institutional Imagination (I³)</p>	<p><u>Priorities</u></p> <p><input checked="" type="checkbox"/> Basic Skills</p> <p><input type="checkbox"/> Global Citizenship</p> <p><input type="checkbox"/> Sustainable Campus</p> <p><input checked="" type="checkbox"/> Career Technical Education</p>	<p><input checked="" type="checkbox"/> <u>Institutional Learning Outcomes Supporting Goals</u></p> <ol style="list-style-type: none"> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment 			
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>Methods</p> <ul style="list-style-type: none"> • Review past presentations, discussions, and reports to DPAC and Board of Trustees (9/9/14, 2/24/15, 5/25/15, 6/8/16, 6/22/16). • Update and /or collect data regarding effectiveness of relevant practices for promoting student success including but not limited to: adoption of ILO # 5 “authentic engagement;” establishment of Applied Learning Center; use of Success Navigator assessment across special programs and Couns 20 sections; professional development for faculty including conference attendance, keynote speakers and other “flex day” events, and collaboration with the Center for Teaching Excellence; mini-grants to sponsor faculty projects; coaching; Associates speakers; workshops at VIP Welcome Day. • Assess the extent to which practices have been integrated into the work and mission of the institution. • Solicit best GRIT practices from the many faculty and staff who have been actively engaged in the initiative and related activities since 2011. <p>Anticipated Outcomes</p> <ul style="list-style-type: none"> • Summative, evaluation report on GRIT strategic initiative to inform strategic planning. • Toolbox of effective GRIT resources and practices. 					
Estimated Cost:		Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential			



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

OBJECTIVE 12					
Explore options for collecting more accurate data on alternative methods of transportation utilized by SMC staff and students to inform additional strategies to increase sustainability options.		Responsible Area(s) Sustainability Department Environmental Affairs Committee Transportation Task Force			
Map to Institutional Planning Documents					
<input checked="" type="checkbox"/> Board of Trustees Goals and Priorities	<input checked="" type="checkbox"/> Program Review Observations	<input type="checkbox"/> Institutional Effectiveness Observations	<input type="checkbox"/> Academic Senate Objectives	<input type="checkbox"/> Accreditation Self-Evaluation Findings	<input checked="" type="checkbox"/> Other (specify) City ordinance requires compliance of AVR goals
Map to Institutional Strategic Initiatives and Priorities, Institutional Learning Outcomes Supporting Goals					
<u>Strategic Initiatives</u> <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I ³)		<u>Priorities</u> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input checked="" type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education		<input checked="" type="checkbox"/> <u>Institutional Learning Outcomes Supporting Goals</u> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment	
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i>					
<ul style="list-style-type: none"> • Develop strategies to attain the new, higher Average Vehicle Ridership (AVR) required by the City of Santa Monica. • Explore with Metro options for collecting data on SMC student/staff use of the Expo line. • Collaborate with Auxiliary Services to investigate options for implementing a SMART ID/TAP card that would work with alternative public transportation. • Create an aggregated report of usage of all forms of alternative transportation Expo line, Big Blue Bus, SMC shuttles, bike use, Zipcar, Uber, Lyft and rideshare) to inform strategic planning and recommendations. • 					
Estimated Cost:			Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		



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

OBJECTIVE 13 Develop a strategic plan for 2016-2021.	Responsible Area(s) Superintendent/President DPAC				
Map to Institutional Planning Documents					
<input type="checkbox"/> Board of Trustees Goals and Priorities	<input type="checkbox"/> Program Review Observations	<input type="checkbox"/> Institutional Effectiveness Observations	<input type="checkbox"/> Academic Senate Objectives	<input type="checkbox"/> Accreditation Self-Evaluation Findings	<input checked="" type="checkbox"/> Other (specify) Mission and Strategic Plan
Map to Institutional Strategic Initiatives and Priorities, Institutional Learning Outcomes Supporting Goals					
<u>Strategic Initiatives</u> <input type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I ³)	<u>Priorities</u> <input type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education	<input type="checkbox"/> <u>Institutional Learning Outcomes Supporting Goals</u> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment			
<i>Methods to Accomplish the Objective and Anticipated Outcomes:</i> Prepare a Request for Proposal to send to identified potential Strategic Planning Services consultants to provide Santa Monica College with professional counsel to develop a five-year strategic plan that: <ul style="list-style-type: none"> • Confirms SMC’s mission, vision and goals • Develops a more fully integrated institutional student success structure and plan • Strengthens the integration of institutional planning processes and alignment with resource allocation • Reviews SMC’s organizational structure • Identifies strategic initiatives for the next five years <p>DPAC will form a Strategic Planning Task force comprising two representatives from each constituency. The Task force will meet once a month in the place of a regularly scheduled DPAC meeting.</p> <p>Representatives of the Strategic Planning Task Force will review the proposals for Strategic Planning Services and forward a recommendation to the Superintendent/President for consideration.</p> <p>The Superintendent/President will recommend a contract for Strategic Planning Services to the Board of Trustees for approval.</p> <p>The process will start once the consultant is approved and will continue through the 2016-2017 academic year.</p>					
Estimated Cost:		Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential			



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

<p>OBJECTIVE 14</p> <p>Identify tools and methods that will integrate Student Equity activities and similar student success projects across campus in order to maximize the impact on students.</p>	<p>Responsible Area(s) Student Equity Committee</p> <ul style="list-style-type: none"> • Leaders of relevant special programs and grants • Academic Affairs • Student Affairs • Enrollment Development • SSSP leadership 				
<p>Map to Institutional Planning Documents</p>					
<input checked="" type="checkbox"/> Board of Trustees Goals and Priorities	<input checked="" type="checkbox"/> Program Review Observations	<input type="checkbox"/> Institutional Effectiveness Observations	<input type="checkbox"/> Academic Senate Objectives	<input checked="" type="checkbox"/> Accreditation Self-Evaluation Findings	<input type="checkbox"/> Other (specify)
<p>Map to Institutional Strategic Initiatives and Priorities, Institutional Learning Outcomes Supporting Goals</p>					
<p><u>Strategic Initiatives</u></p> <input checked="" type="checkbox"/> GRIT <input type="checkbox"/> Institutional Imagination (I ³)	<p><u>Priorities</u></p> <input checked="" type="checkbox"/> Basic Skills <input type="checkbox"/> Global Citizenship <input type="checkbox"/> Sustainable Campus <input type="checkbox"/> Career Technical Education	<p><input checked="" type="checkbox"/> <u>Institutional Learning Outcomes Supporting Goals</u></p> <ol style="list-style-type: none"> 1. Innovative and Responsive Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment 			
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>Methods:</p> <ul style="list-style-type: none"> • Form a working group to develop a “cross walk” of achievement indicators across special programs, SSSP initiatives, grants, etc. to identify commonalities. Correlate achievement indicators with the most successful programs and interventions that promote student success and eliminate, or at least diminish, the achievement gaps identified in the Student Equity Plan. • Identify practices that address the findings of the Community College Survey of Men (CCSM) quantitative and qualitative results. Engage in professional development campus wide on best practices for instruction and student support. Design methods to promote these best practices. • Begin drafting a plan that integrates College efforts. <p>Anticipated Outcomes:</p> <ul style="list-style-type: none"> • Professional development opportunities • Draft plan 					
<p>Estimated Cost:</p>		<p>Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential</p>			



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

<p>OBJECTIVE 15</p> <p>Conduct a survey of the campus community related to health, safety and environmental issues and develop a plan to address identified concerns.</p>	<p>Responsible Area(s)</p> <p>DPAC- College Services (Primary)</p> <ul style="list-style-type: none"> • Facilities • Grounds • Institutional Research • Student Affairs • Sustainably • Risk Management 				
Map to Institutional Planning Documents					
<input checked="" type="checkbox"/> Board of Trustees Goals and Priorities	<input checked="" type="checkbox"/> Program Review Observations	<input type="checkbox"/> Institutional Effectiveness Observations	<input type="checkbox"/> Academic Senate Objectives	<input type="checkbox"/> Accreditation Self-Evaluation Findings	<input checked="" type="checkbox"/> Other (specify) Health & Safety
Map to Institutional Strategic Initiatives and Priorities, Institutional Learning Outcomes Supporting Goals					
<p><u>Strategic Initiatives</u></p> <p><input type="checkbox"/> GRIT</p> <p><input type="checkbox"/> Institutional Imagination (I³)</p>	<p><u>Priorities</u></p> <p><input type="checkbox"/> Basic Skills</p> <p><input type="checkbox"/> Global Citizenship</p> <p><input type="checkbox"/> Sustainable Campus</p> <p><input type="checkbox"/> Career Technical Education</p>	<p><input checked="" type="checkbox"/> <u>Institutional Learning Outcomes Supporting Goals</u></p> <ol style="list-style-type: none"> 1. Innovative and Response Academic Environment 2. Supportive Learning Environment 3. Stable Fiscal Environment 4. Stable Physical Environment 5. Supportive Collegial Environment 			
<p><i>Methods to Accomplish the Objective and Anticipated Outcomes:</i></p> <p>During the Spring 2017 semester, the DPAC- College Services Committee will work with the Office of Institutional Research to survey the campus community on health, safety and environmental issues. The outcome will be the development of a plan to address the identified concerns.</p> <p>The following areas will be included in the process:</p> <ul style="list-style-type: none"> • Facilities • Grounds • Institutional Research • Student Affairs • Sustainably • Risk Management 					
Estimated Cost: TBD			Funding Source: <input checked="" type="checkbox"/> Existing <input type="checkbox"/> Potential		



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 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 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 accepted 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. 			



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

OBJECTIVE 2			<i>Responsible Area(s)</i>
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 Academic Affairs Academic Senate Institutional Effectiveness Committee Program Review Committee <i>Primary Contact: Hannah Lawler</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 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>			



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

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 			



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

OBJECTIVE 4			
Review previous facilities assessments and develop future capital outlay plans in alignment with the Facilities Master Plan.		<i>Responsible Area(s)</i>	
		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 academic year.</p>			



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

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).			DPAC Facilities Planning Subcommittee Facilities Planning Department Academic Affairs Student Affairs <i>Primary Contact: Greg Brown, Bob Isomoto, Georgia Lorenz</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>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, 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>			



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

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: Cbris 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>			



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

OBJECTIVE 7			
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.		<i>Responsible Area(s)</i>	
		DPAC Budget and Technology Planning Subcommittees	
		Fiscal Services	
		Human Resources	
		Information Technology	
		<i>Primary Contact: Steven Chen</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>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>			



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

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 checked="" 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>			



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

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 <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>			



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

OBJECTIVE 10		<i>Responsible Area(s)</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.		Institutional Research	
		Career Technical Education	
		Academic Senate Institutional Effectiveness Committee	
		<i>Primary Contact: Teresita Rodriguez</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>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 July 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 California 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>			



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

OBJECTIVE 11			<i>Responsible Area(s)</i>
<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>			<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>
<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>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>			



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

OBJECTIVE 12		<i>Responsible Area(s)</i>	
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	
		<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 gradually and deliberately expand the number of faculty and departments involved in this program.</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>			

Program Review

2016 Planning Summary

Introduction

Program Review is the process through which Santa Monica College ensures that every program, department, administrative and support unit engages in ongoing self-evaluation. These individual reports serve as one measure of institutional effectiveness viewed through the lens of each program. The review process is structured with specific prompts to which programs must respond, including demonstrating how program goals and functions support and align with the institutional mission.

Comprehensive program review reports are submitted to the Academic Senate Joint Program Review Committee and thoroughly reviewed every six years; abbreviated reports are submitted annually. Annual reports are reviewed in their entirety by the appropriate area vice president, while the Program Review Committee reviews an aggregated report of identified needs. Collectively all these reports form the basis of the annual Program Review Summary submitted to the District Planning and Advisory Committee (DPAC), which uses the report to inform institutional planning.

Programs are expected to analyze data (provided by Institutional Research or other sources) to support assertions of program effectiveness, identify areas of improvement, report on outcomes assessments and describe program response to the results. The program review process, and the documentation it provides, is a major resource for institutional planning, decision-making, and resource allocation.

The Program Review Annual Planning Summary, unlike more targeted reports such as the Technology or Facilities plans generated by other institutional planning bodies, presents an institutional overview identifying overarching trends and needs, contributing to an integrated planning process. This report includes reviews submitted during Spring and Fall of 2015 as well as specific aggregated information from annual reports compiled during Spring 2016.

In an attempt to further strengthen the institutional overview afforded through the program review process, two years ago the committee decided to pair the six-year reviews of certain programs under broader headings with the thought that this would provide a more encompassing view of related areas to strengthen and better inform institutional planning. Some pairings worked well as intended and others proved not so synergistic as anticipated. This year the committee revisited some pairings and headings that have proved problematic and separated them for the next cycle.

Based on feedback from programs across the college, the Program Review Committee modified the annual program review format for year to eliminate perceived redundancies and streamline the reporting process. The committee also updated the online tools and revised the Committee's website to make it easier for end users to find training materials, executive summaries and the six-year cycle of programs scheduled for the six-year program review. Users have available a variety of self-guided training and frequently asked questions documents available on the Program Review website, as well as content-based explanations and useful tips accessible by clicking on the help button in each prompt field in CurricUNET. The committee chair and co-chair and other committee representatives have also offered multiple on-ground training sessions and regularly meet individually with programs upon request.

The Program Review Committee has been fortunate to have members who have served multiple consecutive terms providing history and continuity that gives the committee a broader baseline over time for identifying issues and concerns shared by more than one program. The committee spends many hours in thoughtful review, giving feedback to programs via the executive summary and discussing how this information can contribute to institutional planning. For example, six 2014-15 and three 2015-16 *Master Plan for Education* objectives incorporated observations from the respective annual Program

Review Summaries. Additionally, it is important to note that even when observations made in the Program Review Summary report do not reach the level of institutional objectives they are often referred to an appropriate committee or operational unit to be addressed.

It is worthy of note that the Program Review Committee membership and resource structure includes representatives from the Office of Institutional Research and the Curriculum and the Institutional Effectiveness Committees. This ensures strong communication, exchange of information, review between the various bodies and contributes to integrated institutional planning and alignment of efforts between these groups.

Committee Membership

Chair: Jamey Anderson, Faculty, Physical Sciences (Spring 2015)
Vicki Drake, Faculty, Earth Sciences (Fall 2015)

Vice Chair: Katharine Muller, Administrator, Academic Affairs (Spring 2015)
Erica LeBlanc, Administrator, Academic Affairs*(Fall 2015)

Faculty

Sandra Burnett, DSPS
Jinan Darwiche, CSIS (Spring 2015)
Nathan Donahue, Art
Sharon Jaffe, ESL
Willaim Lancaster, Design technology (Spring 2015)
Sandra Rowe, Psychological Services
Carol Womack, Library (Fall 2015)

Administrators

Hannah Lawler, Institutional Research *
Katharine Muller, Administrator, President's Office (Fall 2015)
Erica LeBlanc, Administrator, Academic Affairs*(Spring 2015)

Resources and Interested Parties

Daniel Berumen, Staff, Institutional Research
Fran Chandler, Faculty, Business***
Guido Del Piccolo, Faculty, Philosophy & Social Science **

*Also serves on Institutional Effectiveness Committee

**Curriculum Committee Chair

*** Academic Senate President

Programs Reviewed and Reports Accepted Spring & Fall 2015

The following programs submitted a full program review report Spring or Fall 2015 and all were accepted by the committee:

Spring 2015

- Communications & Media Studies
- Computer Science and Information Systems (CSIS)
- Dance
- Kinesiology
- Legal Services
- Risk Management
- Theatre Arts

Fall 2015

- Auxiliary Services
- KCRW
- Library
- Personnel Commission
- Public Programs

2015 Recommendations for Institutional Support for Specific Programs

Executive summaries for all programs reviewed in Spring and Fall 2015 are included in this report. In addition to a narrative, the executive summaries include commendations, recommendations for program strengthening, and, if applicable, recommendations for institutional support. Recommendations for institutional support are listed here as documentation for consideration in institutional planning processes and do not reflect any items that have already been or are currently in the process of being addressed since the committee's review of the individual program:

1. Develop a plan to provide all day support for maintaining the cleanliness of the Dance studios to address the health and safety of the students. (Dance)
2. Develop a plan to provide consistent support for maintaining the cleanliness of the Fitness Center and the equipment in constant use to address the health and safety of users. (Kinesiology)
3. Review staffing of Risk Management in light of increased institutional risks and responsibilities of the office. (Risk Management)
4. Evaluate the impact not having a Chemical Hygiene Officer has on the level of risk the College bears. (Risk Management)
5. Develop a plan to increase student access to online (website) library materials via mobile devices. (Library)
6. Consider Library recommendations to rethink the space configuration and usage of the library to address the way students are and wish to access the space. (Ex: a Maker Space and a Library Café) (Library)
7. Explore strategies for providing security coverage for the Library during operational hours. (Library)
8. Develop a plan to address student technical support needs in the Library. (Library)
9. Pursue implementation of a student "smart ID/debit card" to enable students to pay for goods and services provided through the college's various functions including, but not limited to the Bookstore, Food and Vending, Library, and reprographic devices. (Enterprise Services)
10. Ensure the web and social media manager is actively involved in any reformatting of the current SharePoint system or selection of a new web content management system. (Public Programs and Marketing)

Observations of the Committee Based on Overarching Trends/Needs

Every year issues of concern to more than one program emerge through reports submitted (six year and annual) and committee discussion. Issues that appear to have a broader or more overarching impact for planning purposes are included in the overarching trends. Many issues identified in previous Program Review Planning Summary reports have been addressed through incorporation into *Master Plan for Education* objectives or referred to planning bodies or administrative/operational areas. Needs identified in the annual reports are shared with appropriate committees and bodies engaged in institutional planning to provide another source of information. Observations are grouped under broad headings; those with an asterisk have been listed in a previous Program Review Summary and continue to be raised by programs, indicating a perception that a pressing issue/concern has not been addressed or fully implemented.

Outcomes, Assessment, Evaluation

All programs have identified and are assessing student learning outcomes (SLOs) or unit outcomes (UOs), and, where applicable, program learning outcomes (PLOs) have been developed. However, the committee has noted that not all programs have clearly aligned SLO assessments of core courses with the PLOs for the related degrees and certificates. This disconnect points to a need for further training and support in articulating clear assessment paths between SLOs and PLOs.

The Office of Institutional Research produces regular reports and standardized data sets for programs undergoing review. Additional staffing has increased the ability of the IR office to provide both institutional and program data and reports, thereby supporting institutional planning and accreditation expectations that the institution demonstrate that planning and decision-making are data driven. At the same time, it has whetted the appetite of programs for additional, more targeted data to inform program planning. In response IR is developing a web based data mart which will give programs direct to access more data. Once implemented, additional training in data interpretation will be offered.

Overall, the committee notes that programs are demonstrating stronger use of data and outcomes assessment to inform planning and program evaluation.

1. Ensure core course SLOs align with the related PLOs.

Technology & Equipment

Across all programs, concern about the College's ability to keep pace with the demand for technology & equipment – new, upgrades, maintenance/repair – continues to be consistently expressed. Expectations for technology to support instruction and operational functions, as well as to streamline processes, are growing exponentially. From data collection and record keeping, to systems that facilitate processes, to hardware and software used in instruction and operations, to classroom technology, to infrastructure support, the dependence on technology and the expectation that the College will provide and support these needs far exceeds staffing ability and budget allocations. While grants and other sources may provide one-time funds for acquisition, on-going maintenance and replacement of those acquisitions then becomes an urgent concern.

Information Technology has done a remarkable job of addressing needs (infrastructure, programming, security, networking) within budget and staffing constraints. However, the demand for increased support to maintain, replace and upgrade technology and especially to develop new applications and systems to respond to state and federal mandates and streamline internal processes is growing exponentially.

The committee applauds the completion of the first elements of a comprehensive total cost of ownership plan which created a life cycle replacement plan for instructional computers and understands a plan to address non-computer instructional equipment replacement is in the works. Fiscal Services staff has been working with appropriate areas and planning bodies and is commended for these efforts.

These are major improvements in the planning and allocating of resources, however, that the majority of both six year and annual reports identify technology and equipment maintenance and replacement, along with technology support for programming new systems to improve efficiency and streamline processes, as a continuing concern points to the need for expanding TCO plans to better inform budget planning based on more detailed lifecycle information in multiple areas.

A corresponding issue is related to training and ongoing support for technology users, especially for instructional programs. Support staff job descriptions in areas where the use of technology is increasing are often obsolete. New job descriptions need to be created and training/re-training for staff to upgrade skills included in planning.

2. *Expand Total Cost of Ownership plans to cover a broader spectrum of funding for technology, infrastructure, equipment, and the staff needed to maintain and support them.
3. *Ensure job descriptions are updated and staff training is supported where needed.

Facilities

The College is fortunate to have received voter support for multiple bond measures in recent years, the results of which are visible on the main campus and at satellite sites in the many completed and ongoing construction projects. Nevertheless, many programs have identified facilities maintenance and upgrade/replacement concerns along with pleas for additional or specialized space. A new bond proposal focused on replacement and upgrading existing facilities will be put to the voters in November 2016. If passed, over time the listed projects will address the concerns of many programs.

Many programs identified facilities issues in their annual program review report ranging from small items that should be handled through the work order process to projects of a much larger scope. A Total Cost of Ownership plan to address a baseline maintenance and replacement cycle for buildings and furnishings is in planning. Three new building projects scheduled for completion in the first half of the next fiscal year, will require additional staffing to cover maintenance of the increased square footage as well as staff with the knowledge and skill levels required to support the more complex infrastructure. This will trigger the need for training/retraining of existing staff and the development of new job descriptions reflective of the advanced systems incorporated into these buildings.

Many programs voice a desire for additional space to accommodate increased service and/or staffing. Space is a resource that is in high demand. Currently there is very little unused or underused space at the College and while every program is valuable and the desire for expansion understandable, not all expressed needs can be fulfilled.

4. *Develop a baseline maintenance and replacement total cost of ownership cycle for buildings and furnishings.
5. *Ensure job descriptions are updated and staff training is supported where needed.

Health & Safety

Two health and safety issues continue to be raised so are included again. The first is the critical need to assign someone with training in chemistry and chemical safety as the college Chemical Hygiene Officer. Science faculty have worked with Risk Management to complete an institutional Chemical Hygiene Plan, however there is no identified point person to provide ongoing training in the handling of chemicals, serve as the on-site point person when incidents occur in the laboratories, and create and implement Standard Operating Procedures for special chemical hazards. In addition to the inherent concerns for safety and the management of risk, ensuring compliance with OSHA requirements is ever present. The need for someone on-site in the Science building to serve in the role of Chemical Hygiene Officer has been identified as a top priority by both the Life and Physical Sciences departments.

Another area of concern raised regarding health and safety is the need for custodial support throughout the day to clean active instructional spaces such as the Dance studios, Fitness Center, and spaces where other energetic activities occur. If not cleaned throughout long days of constant use these spaces become a breeding ground for easily transmitted bacteria growth and contamination. Instructors, with the limited help of student assistants, do their best but with a new building coming on line with additional space for these programs and activities a more consistent plan should be developed.

6. *Develop a plan to assign the role of Chemical Hygiene Officer to a professional trained in chemical safety.

7. *Cleanliness of Dance Studios and Fitness Center are hygiene and safety issues. Faculty and student assistants do this throughout the day but a plan to consistently address this need should be included in maintenance planning.

Equity, Student Success, and Student Support

Student Equity and improving the success and retention rates of African-American and Hispanic students is an institutional concern that is also expressed by many programs during the program review process. While not all strategies have proven to have a significant impact there is clearly a desire for support and campus-wide dialogue. Through increased state funding for 2015-16 designated specifically for student success and equity efforts the College funded a number of proposals ranging from those allowing specific programs to connect directly with students in various ways to building systems and infrastructure capacity aimed at the broader student population. Evaluation is built into each proposal with the intent to scale those strategies and programs that prove most effective. No data is available yet on the outcomes of the different piloted strategies but there is a broadly expressed desire for access to the results.

8. *Develop a process for determining priorities for maintaining the most successful support efforts should state funding decrease or end.
9. Ensure results of the equity pilot programs are widely shared to inform program and institutional dialogue around improving success, retention, and outcomes performance of African-American and Hispanic students.

Budget

Programs are asked to identify current and future needs on an annual basis. A recurring theme noted by the committee, and included in this annual report each year, is the concern expressed by many programs that some level of consistent support for maintaining equipment, technology, infrastructure, and facilities be included in the budget so that even in bad budget years a minimum level of replacement and maintenance occurs.

Fiscal Services has been working with appropriate areas to develop an institutional Total Cost of Ownership plan. The committee is aware that one element of the plan – a lifecycle replacement plan for instructional computers has been recommended by the DPAC Budget Committee and incorporated into the District budget. Additional pieces of the plan such as facilities maintenance, instructional equipment, and others are still in development. The committee commends the staff and planning bodies for their efforts. However, to acknowledge the level of concern expressed by multiple programs, this item is listed again this year.

10. *Develop and budget for a comprehensive total cost of ownership plan to ensure a more stable and consistent baseline of funding is identified for ongoing replacement and maintenance of technology, equipment, infrastructure, and facilities.

Recruitment

Multiple programs expressed a desire for more targeted recruitment efforts. With such a depth of programs offered by the College it is sometimes hard for potential students to understand the variety of choices open to them. Thus programs are seeking ways to better recruit and showcase to both students and those, such as high school counselors, who are in a position to provide impactful information.

11. *Consider creating an Open House day for performing arts programs to showcase and recruit students. Could potentially do this for other focused groups of programs such as the Center for Media and Design.
12. Engage in more targeted outreach with local high schools and middle schools to promote SMC as a viable and respected higher education option.

Significant Trends and Observations of the Institutional Effectiveness Committee in 2015–2016

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 2015-2016 academic year, the IE Committee:

- Reviewed and analyzed the College's performance on metrics related to institutional effectiveness, including:
 - The 2016 SMC Institutional Effectiveness Dashboards;
 - The statewide Student Success Scorecard; and,
 - The Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators;
- Reviewed the College's process of assessing Program Learning Outcomes (PLO);
- Prepared a written response addressing the SLO section of the annual ACCJC Report; and,
- Identified additional research needs related to institutional effectiveness.

The Committee has identified four observations based on significant trends in the college data related to institutional effectiveness as well as committee discussions related to improving the collection, analyses, and use of college and program-level data for decision-making and planning processes. These observations may be used to inform the development of the institutional objectives of the 2016-2017 Master Plan for Education.

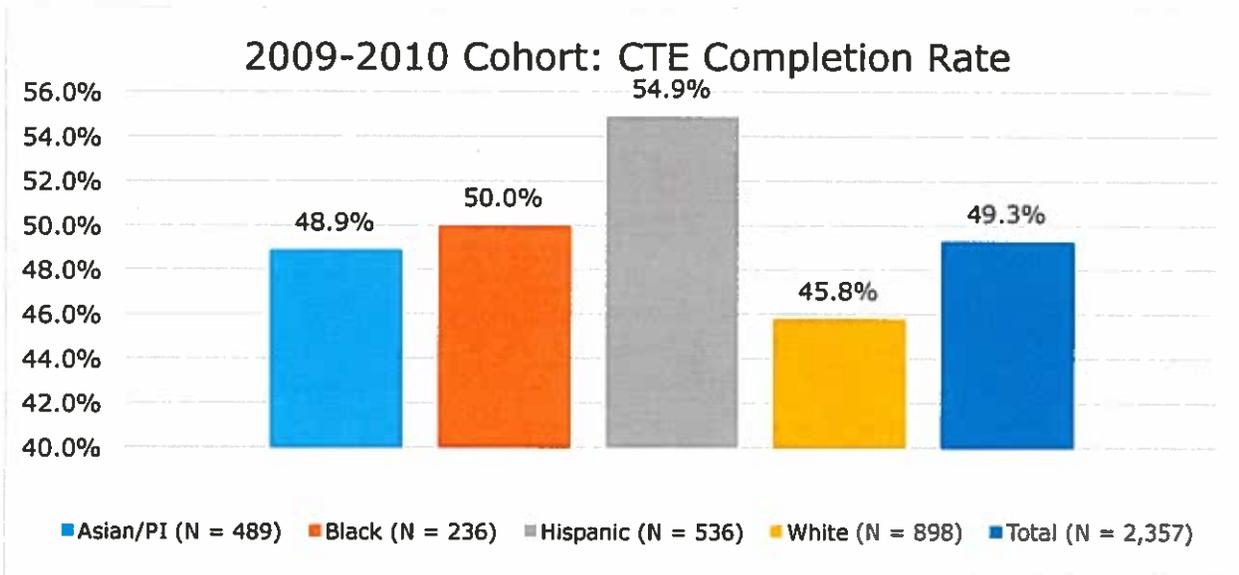
Program Learning Outcomes

In the past 15 years, the College's efforts related to assessment of learning outcomes have been primarily focused on courses. However, in the past three years, the College has made strides to assess program learning outcomes (PLOs). PLOs are statements that describe what students will know and be able to do when they earn a certificate or degree. The College assesses PLOs through a method of aggregating of the results of course-level student learning outcomes (SLOs) for all core and/or required courses of a degree or certificate at the College. Because assessment of PLOs build on assessments of course-level SLOs, it is critical that the learning outcomes of courses align with the learning outcomes of certificates and degrees. **Through a review of the existing PLOs, the committee found discrepancies between core course SLO assessments and their PLOs. In other words, PLOs may not be assessed by the core course SLOs.**

Successful African American and Hispanic Students

As documented in the College's Student Equity Plan and equity data (<http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Reports/Student%20Equity/2015-2016SMCStudentEquityPlan.pdf>), Hispanic and African American students are disproportionately impacted in terms of multiple student success outcomes, including successful course completion, basic skills course completion, and transfer. However, the CTE completion data by student race/ethnicity reveal that these historically underrepresented students *are not disproportionately impacted and do not experience an equity gap* in terms of CTE completion.

CTE completion is calculated by determining the percentage of CTE students (first-time freshmen who earned 8 or more units in the same TOP code and enrolled in at least one clearly or advanced occupational course) who completed a certificate/degree, transfer, or attain transfer-prepared status (completion of 60+ CSU/UC transferable units with 2.0+ GPA) within six years. Review of the College's performance on the CTE Completion metric (reported on the Institutional Effectiveness Dashboard, Student Success Scorecard, and IEPI Framework) by student ethnicity/race revealed that two historically underrepresented groups, the African American and Hispanic student populations, outperform or do as well as other groups (see Figure below). This data finding may have implications for the College's student equity work.



Employee Average Vehicle Ridership

Data from the 2016 Institutional Effectiveness Dashboard reveal that the 2015-2016 College's employee Average Vehicle Ridership (AVR) is 1.51 persons per vehicle, which exceeds the current goal of 1.50 mandated by the City of Santa Monica. However, with the Metro Expo Line extension to Santa Monica opening in late May 2016, the city ordinance raised the AVR goal for businesses like Santa Monica College to 1.75 persons per vehicle by 2017. **Our current AVR of 1.51 does not meet the City of Santa Monica's mandated AVR of 1.75**

Collegiality

Santa Monica College is committed to providing a supportive collegial environment, one in which the “college is able to employ decision-making and communication processes that respect the diverse needs of the entire College community” (<http://www.smc.edu/ACG/Pages/Mission-Vision-Goals.aspx>). Currently, no metric exists in the IE Dashboard that directly and comprehensively measure collegiality.

Santa Monica College Self Evaluation 2016

Quality Focus Essay

The accreditation self-evaluation process at Santa Monica College has involved the campus community in reflecting on and identifying ways in which the College might continue to improve its institutional effectiveness and student learning and achievement. Since the last accreditation visit the College has engaged in significant new statewide initiatives, the advent of new grant programs and other student success-oriented projects, ongoing annual and strategic planning, and annual assessment and evaluation. In this context and through the self-evaluation process, Santa Monica College has identified two major Action Projects to fulfill the mission, increase the success of all students, and engender institutional effectiveness.

This Quality Focus Essay begins with a description of the process the campus community engaged in to select the two Action Projects. The relationship between the Action Projects and the related plans that emerged from the self-evaluation are described as well as the framework the College will use to engage in the Action Projects. Each Action Project is explained including the responsible parties, timeline, anticipated measurable and observable outcomes, and the potential impact of each on academic quality, institutional effectiveness, and continuous quality improvement.

Process for Action Project Selection

As part of the self-evaluation process, the Accreditation Steering committee engaged in a thorough review of the critical college documents that guide the College's planning processes. These included: The Master Plan for Education, overarching annual program review reports, the annual Institutional Effectiveness report, Academic Senate annual objectives, and the Board of Trustees priorities and goals. As a result of that review and the self-evaluation process, several major themes emerged for continuous quality improvement as well as potential growth and innovation for the College. These themes were shared via consistent updates and reports to the District Planning and Advisory Council, Board of Trustees, Senior Staff, and Academic Leaders. In addition, members of the Steering Committee held Flex Day workshops at each institutional day for the past 18 months as well as "brown bag" discussions for the campus community related to each of the standards. From these themes, two major action projects were identified that align with critical priorities for the College. These projects align with the standards and several of the improvement plans identified in the self-evaluation report (see Table 1 below). In both cases, the project is focused on the integration of various efforts at the College to improve student success and institutional effectiveness.

The first Action Project is the Integrated Student Equity and Success Plan. The objective of this project is to integrate the many activities that support student success and equity. By doing so, the College will leverage its financial and human resources in new ways to maximize the number of students served and student achievement outcomes. This action plan is a direct outgrowth of Santa Monica College's long held commitment to student equity. For many years, the College has used disaggregated data about its students and their achievements to increase the college community's awareness of the disparities in student achievement among various student subpopulations. More recently, both the state of California and the College have engaged in this work with an even greater commitment as a result of new statewide initiatives, grant opportunities, and a national focus on promoting participation and academic achievement for traditionally underrepresented and underserved groups. While Santa Monica College has many programs and activities aimed at achieving increased levels of student achievement while reviewing Standard IIC, the steering committee came to recognize that these services tend to work in parallel to one another, rather than synergistically, leveraging their resources, strengths and effective practices. Thus, students are faced with a "cafeteria model" college with myriad options for both academics and student services and little information or direction as to how to choose the appropriate major or support service (Bailey et al). By integrating these efforts, Santa Monica College intends to become a "pathways model" college, one that "uses an integrated, institution-wide approach to student success, based on intentionally designed, clear and coherent educational experiences, informed by evidence" (Bailey et al).

The second Action Project is the Transformative Technology Planning initiative. Technology continues to evolve and develop in ways that have the potential for increasing the College's effectiveness. Many departments and programs seek technology solutions to streamline and improve their operations. Through this Action Project, the College will prioritize the effective use of technology in support of student success, institutional effectiveness, and continuous quality improvement. The College will identify technology needs and seek to develop criteria and methodologies for incorporating appropriate and effective solutions. This project was driven by the findings in the self-evaluation report in Standard IIIC as well as the work of the Technology Planning subcommittee of the District Planning and Advisory Council.

The findings from this self-evaluation reveal pockets of excellence throughout the College, and they also illustrate the potential that could be reached if there were better integration of these efforts. Table 1 lists plans for improvement emerging from the self-evaluation which directly relate to the Action Projects and the standards in which these plans can be found.

Table 1. Related plans for improvement emerging from the self-evaluation

Action Project	Related Plans for improvement emerging from self-evaluation	Standards
Integrated Student Equity and Success Plan	To reduce equity gaps in student achievement as identified in Student Equity Plan, Program Review, and Institutional Effectiveness reports	IIA3 IIA8
	Reduce time to completion of academic goals	IIA5
	Ongoing implementation and assessment of Student Equity Plan	IIA7
	Use contextualized instruction and other evidence-based methods from the Basic Skills Innovation and Transformation project to improve success	IIA11
	Hire a diverse faculty and staff that reflects the SMC student population	IIIA10
	Prioritize the Student Equity and Success plan in the new strategic planning cycle to be initiated in Fall 2016	IVA1
	Research, implement, and evaluate a single tutoring tracking and assessment system college-wide	IIB3
Transformative Technology Plan	Engage in assessment of online Counseling services and integrate with the new Canvas course management system	IIC3
	Integrate MyEdPlan system with the new version of ASSIST when it is available	IIC6
	Explore ways in which the College can expand "virtualization" to increase student access anytime to services and functions	IIIC1
	Review the ways in which existing technologies may or may not be integrated with the Canvas course management system to maximize efficiencies	IIIC4
	Review the staffing needs for Information Technology and develop a plan to meet the needs	IIIA10
	Prioritize the integration of existing technology to maximize impact and leverage resources as part of the new strategic planning cycle to be initiated in Fall 2016	IVA1

Organizational Learning

Santa Monica College will take an organizational learning approach to the selected Action Projects. This is a deliberate and thoughtful approach which involves creating and utilizing new knowledge to improve practice and institutional effectiveness over time. Not only will this lead to the successful completion of these projects, but it will also embed organizational learning as an effective approach to problem solving at the College long term. Hewlett-Packard's (HP) former chairman, Lew Platt, has been quoted as saying "if only we

knew what we know at HP” (Brown & Duguid, 2000, p. 123). While many programs enjoy great success in facilitating student achievement or implementing technology solutions, the information is not widely shared to benefit the institution more broadly on a consistent basis. These Action Projects will enable the College to share and implement the best practices of each program, service, and department on a larger scale and in an integrated manner—making explicit the sum of what the faculty, administrators and staff *know* to benefit all.

Higher education institutions are notoriously slow to change, typically making incremental adaptations to response to changes in the environment (Cameron, 1984). As an alternative to this type of change, intentional and purposeful learning activities focused upon improving a particular organizational problem, referred to as “episodic learning” is more impactful. For these Action Projects, the College will employ episodic learning techniques to ensure that the plans are efficiently and effectively implemented and that stated goals are realized in a shorter span of time. In the case of the two Action Projects, teams of college personnel will identify problems and actively engage in facilitated activities designed to improve performance in a specifically identified area. The expectation is that positive changes, with measurable outcomes, will take place as a result of each “learning episode” and lead to fundamental change with long lasting impact.

Further, the College will employ two examples of effective, group-based organizational strategies: the “community of practice” (Wenger and Snyder, 2000) and the concept of “networked improvement communities” (Bryk et al., 2015). *Communities of practice* are typically small groups within larger organizations that congregate due to “expertise and passion” (Wenger and Snyder, 2000, p. 139) in a particular area, such as issues related to retention and transfer of students, and meet on a regular basis over an extended period of time. Those who engage in communities of practice “share their experiences and knowledge in free-flowing, creative ways that foster new approaches to problems” (p. 140). *Networked improvement communities* (NICs) unite “the conceptual and analytic discipline of improvement science with the power of networked communities to innovate and learn together” (Bryk et al., p.7). Both of these approaches will be studied and considered as mechanisms for the implementation of the Action Projects to bring about effective, targeted, and significant organizational learning which will make dramatic contributions to student achievement, institutional effectiveness, and continuous quality improvement at Santa Monica College.

Integrated Student Equity and Success Plan

Since the last accreditation self-evaluation the College has participated in or implemented numerous statewide mandates and initiatives such as the Basic Skills Initiative, SSSP, Student Equity, Senate Bill 1440 and 440, and the Strong Workforce Task Force recommendations. The College has also utilized federal, state, and private funding to launch several new programs and services, including the Center for Teaching Excellence, the Science and Research Initiative/STEM Scholars Program, Guardian Scholars, a collaborative pathways grant in Career Technical Education, the GRIT strategic initiative, embedded tutoring, MyEdPlan, an auto-award program for earned degrees and certificates, and many more. While each of the student success-oriented programs and initiatives make important contributions to student success and institutional effectiveness, to some extent they operate in silos—in parallel to one another rather than in an integrated fashion. As more and more such efforts have been initiated over the past several years (and in anticipation of more in the future), it became clear that the College would have a more profound impact on student success if these efforts were better coordinated.

As a result of the annual planning cycle and the accreditation self-evaluation process, the Vice Presidents of Academic Affairs, Enrollment Development, and Student Affairs convened a group of faculty, staff and administrators from across the institution to explore the notion of creating an *integrated* student equity and success plan that would leverage the best practices and achievements of the many student success efforts and programs across campus as well as the human and fiscal resources dedicated to them. The anticipated outcome of this effort is twofold. First, the College seeks to impact as many students as possible to improve student achievement. Second, the College is committed to engaging in a redesign of academic programs and student support services in order to create clear, guided pathways for students. To launch the campus conversation, the group read [Redesigning America’s Community Colleges: A Clearer Path to Student Success](#) by Bailey, Jagers, and Jenkins (2015). The authors write, “The guided pathways approach to redesign starts with the students’ end goals in mind, and then rethinks and redesigns programs and support services to enable students to achieve those goals.”

Using *Redesigning America's Community Colleges* (Bailey et al, 2015) as a starting point, college members will evaluate current college practices, initiatives, and academic pathways under four broad categories: intake and student supports, developmental education, program structure, and instruction and instructional support. Bailey et al assert that these “four components... are consistently characterized by a lack of interaction and alignment toward students’ end goals” (p. 15). An initial listing of campus efforts by category is included in Table 2 below. In contrast, high performing organizations, “implement their ‘core functions’ in a coordinated, complementary fashion that is aligned with organizational goals” (p. 15). To initiate this work, the members of a newly formed “community of practice” at Santa Monica College will work together to create a cross-walk table of the many student success efforts which will include the goals, objectives, and indicators that serve as evidence of success, as well as recent data reflecting outcomes. The Student Learning Outcomes of each student support service will be analyzed to categorize both what is held in common as well as what is unique. Also included in the cross walk will be the ways in which each of these supports the mission, vision, goals, institutional learning outcomes, and Master Plan for Education at the College. Through this exercise the commonalities and potential for integration across programs will be identified and prioritized.

Table 2. Current Student Success Efforts by Category

Intake and Student Supports	Developmental Education	Program Structure	Instruction and Instructional Support
Student Equity Plan projects	Student Equity Plan projects	Student Equity plan projects	Student Equity Plan projects
SSSP	Basic Skills Initiative	Center for Teaching Excellence	Analysis and review of the Learning Resource Centers
Outreach	Basic Skills Innovation and Transformation grant	STEM/SRI	Center for Teaching Excellence
Counseling	Center for Teaching Excellence	Career Pathways Advisory Committee	Supplemental Instruction and embedded tutoring
Special programs for target populations, e.g. Veteran’s Resource Center, Guardian Scholars, Adelante	Supplemental Instruction and embedded tutoring	Career Pathways Trust, “LAHITECH” collaborative grant	STEM/SRI
Financial Aid	STEM/SRI	Adult Education Block Grant	Open Educational Resource initiative
Psychological and Health services; related grants	“Multiple measures” assessment; Common Assessment	Associate Degrees for Transfer and Course-ID (SB 1440)	
“Back to Success” follow up workshops		Curriculum-related grants	
“Success Navigator” partnership with ETS			

The implementation of this Action Project has been conceptualized as follows.

Responsible parties: Academic Affairs, Student Affairs, Enrollment Development, Faculty Leadership, Student Equity Committee members, Student Success Committee members, Student Instructional Support committee members, Curriculum Committee members, Basic Skills Initiative members, grant leaders, Career Pathways Advisory Committee members, College Resource development team

Phase I—Identification (2016-17)

- Form a community of practice made up of experts from across the College. Form subcommittees around categories of inquiry. Establish regular meeting schedule(s).
- Engage in professional development related to curricular pathway development. Capitalize on the work of the LA HITECH grant, Career Technical Education committee, and Career Pathways Advisory Committee related to pathway development in Information, Communication, Technology, and Entrepreneurship (ICTE) disciplines.
- Present pathway development to the instructional Department Chairs, Curriculum Committee. Ask representatives to communicate with their respective departments.
- Create cross-walk table of the goals, objectives, indicators, and outcomes data for programs and projects across campus to identify commonalities and opportunities for collaboration and innovation.
- Review Student Learning Outcomes and related assessment data for all programs.
- Identify and evaluate the financial resources for each related program/area/department.
- Research best practices in the field which support integration and redesign focused on clear pathways for students.
- Present findings to the District Planning and Advisory Council, Institutional Effectiveness Committee, and other campus groups each semester.
- Seek opportunities to incorporate the Action Project with the strategic planning process Fall 2016.

Phase II—Planning (2017-18)

- Begin planning for redesign based on Phase I results.
- Develop timeline, benchmarks, responsible parties and anticipated outcomes as dictated by the plan for redesign.
- Identify existing fiscal resources as well as opportunities for resource development in support of the plan for redesign.
- Develop an annual assessment plan for the Action Project.
- Identify Key Performance Indicators reflecting observable and measurable outcomes to be incorporated in the annual Institutional Effectiveness report, Student Success Scorecard, and Student Equity Plan related to the integrated student equity and success plan.
- Develop and implement communication and training strategies for the college community for the effective adoption of redesign plan.
- Propose an annual objective for the Master Plan for Education update related to the implementation of the redesign plan.

Phase III—Implementation (2018-19, ongoing)

- Implement redesign plan.
- Continue communication and training strategies for the college community to ensure effective adoption and implementation of the plan.
- Evaluate solutions semi-annually through Key Performance Indicators, relevant data, as well as outcomes data.
- Report regularly to the District Planning and Advisory Council and relevant college committees.

Phase IV—Monitor Performance (ongoing)

Phase V—Evaluate and Refine (ongoing)

Transformative Technology Planning

The purpose of this Action Project is in alignment with the findings of the self-evaluation as well as the Technology Planning Committee's vision statement, adopted by the District Planning and Advisory Council in April 2015 to prioritize the effective use of technology in support of student success, institutional effectiveness, and continuous quality improvement. The vision statement reads as follows:

The technological transformation underway compels SMC to cultivate a college culture that empowers its faculty and staff and prepares its students to master the skills, knowledge and abilities required to excel in the digital world. The effective use of technology is a priority in every function that the college performs and is an essential aspect of all current and future improvements to the college.

Santa Monica College cultivates a college culture that is responsive to this rapid transformation. SMC should be a leader and innovator for technology at the community college level. The college is committed to being a forward thinking leader, to inform planning how technology will improve the institution, and to make institutional decisions based on these technology needs

The Technology Planning Committee operationalized this vision statement in Spring 2016 with recommendations to the District Planning and Advisory Council which included the following:

- Promote a wider campus awareness of the transformational potential of technology.
- Promote greater mobile availability.
- Promote greater access to "Single Sign On" services for faculty, staff and students.
- Promote digitization, organization, distribution and archiving of learning on campus.
- Promote improved college-wide technology infrastructure.
- Promote Accessible Digital Educational Resources.

Using this vision statement and recommendations as a guide, a Networked Improvement Community (NIC) will be established to identify technology needs and solutions as well as opportunities for growth and innovation. Special attention will be paid to the alignment of systems such that the impact may be maximized. The areas identified will be prioritized and plans to address the needs will be developed. Current technology solutions in place will be evaluated and assessed. Key performance indicators related to technology adoption and implementation at the College will be considered for the annual Institutional Effectiveness report. The new solutions will be implemented and subsequently evaluated on a regular basis to assess effectiveness and impact.

At every step the opportunities for integration of technology solutions will be examined. An exemplar of the type of alignment and effectiveness that might result from this Action Project is MyEdPlan. MyEdPlan was created in direct response to the requirement that all students have an educational plan in place as part of the SSSP statewide initiative. Those on campus charged with responding to the Student Success act requirements identified the need for a technological solution to this problem in order to provide high quality, accurate, real-time information to students that would facilitate achievement of their academic goals. The tool was developed in-house with a group made up of individuals from each of the functional areas involved in the solution— Management Information Services, Enrollment Development, and Counseling. MyEdPlan is integrated with the student information system such that it is connected to degree audit and reflects all of the current degree, certificate, general education requirements, and prerequisite information date stamped for each catalog year. Future plans include connecting the system to ASSIST (the official repository of articulation for California's Public colleges and universities) so that all transfer information reflects accurate, real time data as well.

The counter example is the adoption of CurricUNET. CurricUNET is an online curriculum system adopted widely across the California Community Colleges. The College adopted it based upon a 2010 accreditation recommendation. This platform operates in parallel to the student information system (ISIS) rather than in concert with it such that there are redundancies. Student Learning Outcomes must be updated both in ISIS

and in CurricUNET as do the course description, prerequisites, and other critical course information. While this situation does not create real barriers to curriculum development and revision, it does create redundancies for which there should be a technological solution that would streamline these processes and ensure accuracy.

Technological solutions exist for many of the areas in which the College seeks to improve in terms of both effectiveness and efficiency. However, jumping to quick solutions without systematic and intentional review can lead to unintended consequences and lack of integration and alignment between systems. A metaphor might be the comparison of a hastily formed pile of bricks versus a constructed wall. Both create a barrier, but one is more effective than the other in that the bricks are laid together in an integrated and systematic fashion such that they work together to solve a problem. A pile of bricks contains the same elements for the solution but is much less effective.

Anticipated outcomes for this Action Project include:

- Evaluate high-speed connectivity across all district campuses.
- Develop guidelines for “bring your own device” and best practices recommendations to address related security issues, support, and recommended devices.
- Provide services that accommodate the increasing use of mobile devices by students, faculty, and staff
- Create a list of easily integrated services and a plan for their integration such as additional faculty tasks as links in mProfessor (faculty) and Corsair Connect (students) for ease and efficiency of use.
- Retrofit one or more classrooms for filming, recording and lecture capture.
- Develop a searchable archive of digital content and editing for ease of use by faculty, students and the larger community.
- Identify outdated systems and create a plan to include costs and timelines for improvements.
- Improve resources for universal design for instruction to improve accessibility for all students.

The implementation of this Action Project has been conceptualized as follows.

Phase I—Identification (2016-17)

Responsible Parties: Users; Information Technology leadership in consultation with Technology Planning sub-committee, Purchasing

- Begin to identify areas in which the department, project, or program is seeking a technological solution to improve effectiveness, efficiency, and service to students. Review Information Technology and Technology Planning subcommittee objectives and goals.
- Catalog existing technology solutions already implemented on campus, including “off the shelf” software packages and internally developed solutions.
- Present findings to relevant campus groups including the Technology Planning sub-committee of the District Planning and Advisory Council.

Phase II—Evaluation and Assessment (2017-18)

Responsible Parties: Information Technology leadership, Institutional Research, users and user groups on campus

- Continue to identify areas in which the department, project, or program is seeking a technological solution to improve effectiveness, efficiency, and service to students.
- Evaluate and assess current solutions.
- Evaluate whether current solutions could be leveraged to address needs.
- Develop plans to address identified needs.
- Determine resource allocations as well as opportunities for resource development to meet identified needs.
- Develop an annual assessment plan for the Action Project.
- Consider Key Performance Indicators related to technology for the annual Institutional Effectiveness Report in alignment with the Action Plan.

Phase III—Implementation (2018 and ongoing)

Responsible Parties: Information Technology leadership; Institutional Research

- Implement solutions.
- Evaluate solutions semi-annually through Key Performance Indicators, relevant data, as well as user feedback.

Phase IV—Monitor Performance (ongoing)

Phase V—Evaluate and Refine (ongoing)

As stated above, each of the Action Projects will be presented to the strategic planning subcommittee of the District Planning and Advisory committee for consideration as part of the next five-year strategic plan. In addition, each project team will be required to identify Key Performance Indicators for the annual Institutional Effectiveness report in order to ensure ongoing evaluation of the projects. Each Action Project will also develop an assessment plan and produce reports for the District Planning and Advisory Council annually.

The Santa Monica College community is ready to engage in and prioritize the Integrated Student Equity and Success plan and the Transformative Technology Planning initiative. These action projects address the findings and plans of the self-evaluation report, enhance the institution's ability to fulfill the mission, and will have a significant and positive impact on academic quality and institutional effectiveness.

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BOARD OF TRUSTEES GOALS AND PRIORITIES, 2016-2019
Access. Excellence. Equity.

Educational Advancement and Quality

1. Use evidence and rigorous methodology to improve institutional effectiveness and student progress and success. Include metrics that report student engagement, campus environment, and collegiality.
2. Institutionalize and scale up proven initiatives that increase student success and reduce the student equity gap. Focus on improving throughput for basic skills students and successfully moving more basic skills students into college-level mathematics and English; For example, but not limited to: implement multiple measures, pathways, and models of acceleration. Improve performance and completion rates, especially for African-American, Latino/a, and other groups of students identified in the student equity plan.
3. Continue to support and hire a diverse, outstanding, and innovative full-time and adjunct faculty that demonstrates a commitment to student success, engagement and equity. Implement a plan to ensure the college progresses over time toward increasing the percentage and net number of full time faculty. Report annually on college progress, including impact on adjunct faculty.
4. Strengthen, promote and expand enrollment in existing workforce/career technical programs, develop guided pathways and improve CTE completion and placement rates. Pursue opportunities to offer new industry-valued CTE programs through regional partnerships.
5. Continue work on the Center for Media & Design. For example, but not limited to: build relationships with industry partners; continue to develop and innovate the academic and career tech programs; work with KCRW on joint projects and expanded opportunities for student learning; and prepare for the completion and launch of the new campus.
6. Continue to develop and operationalize the baccalaureate degree offering in Interaction Design, including a comprehensive recruitment plan.
7. Support research-based innovations and transformative technologies that increase student success, equity, and institutional effectiveness.
8. Assess and focus on solutions to barriers related to students' financial resources that negatively impact student success. For example, but not limited to: increase financial literacy; support faculty adoption of open educational resources and other efforts to reduce the high cost of textbooks; work with partner agencies to address food and housing insecurity; address the costs of participating in commencement; and strive to provide more jobs for students on campus.
9. Assess and focus on solutions to barriers related to students' personal circumstances that may negatively impact student success. For example, but not limited to: develop and identify resources, referrals, and protocols for better assisting students with mental health challenges, AB 540 students, LGBTQIA students, foster youth, veterans, and other special student populations with common challenges; and train faculty and staff on protocols for serving these students and students in distress.

Fiscal Health and Internal Operations

10. Successfully complete the 2016 Accreditation Team Visit and follow up as necessary.
11. Ensure the financial health of the College through enrollment management and development, revenue-generation, cost control, and restructuring, as necessary. Pursue and obtain appropriate external funding.
12. Build and maintain a reserve sufficient to protect against anticipated and unforeseen circumstances.
13. Continue to implement the plan to safeguard post-retirement employee benefits, and develop and implement a plan to fund increasing PERS, STRS, and other benefit obligations.

Community and Government Relationships

14. Strengthen community and government relationships and partnerships in fulfillment of SMC's vision and mission.
15. Support Emeritus Campus through consistent facility maintenance and continue to promote academic programs.
16. Continue to work with the City of Santa Monica and the SMMUSD to increase the reach and effectiveness of the Cradle to Career Initiative and the Education Collaborative. For example, but not limited to: hold an annual joint meeting with the Board of Education; and strengthen and expand programs, pathways, concurrent-dual enrollment and other partnerships that serve local students and increase college-readiness and success.
17. Develop a legislative strategy to work with legislators and allies in Sacramento and Washington, D.C. to improve policies and funding as needed.

Facilities and Sustainability

18. Update and improve maintenance of current facilities, including air conditioning.
19. Maintain progress on all SMC security, technology infrastructure, and facilities construction projects as described in the SMC construction plan.
<http://www.smcbondprogram.com/>
20. Continue to promote and support the use of more sustainable modes of transportation for students and staff
21. Secure funding and begin the next phase of construction and facilities upgrades.

Discussed at Board Study Session 7/26/2016

Approved at Board of Trustees Meeting 8/2/2016

Academic Senate of Santa Monica College 2016-2017 Goals and Strategic Objectives

Adopted 10/4/16

GOAL 1: FOSTER A CAMPUS CULTURE OF LIVELY, INFORMATIVE DEBATE ON IMPORTANT ISSUES.

Strategic Objectives

- 1a. Revise Senate committee meeting policies to invite constituent comments as regulations and other policies are under development.
- 1b. Report frequently to the Academic Senate as regulations, policies, recommendations, and changes are being developed, submitting same to a vote when appropriate.
- 1c. Invite and celebrate a diversity of perspectives on all Senate-related issues of interest to faculty and students—controversial and otherwise—making room for such in professional development presentations, workshops, and other venues.
- 1d. Actively seek ways in which the Senate can listen to and respond to student government leaders and faculty concerns.
- 1e. Emphasize the communication role of elected department and at-large representatives between the constituencies they represent and the Senate.

GOAL 2: PROVIDE LEADERSHIP ON ALL 10 + 1 ISSUES.

Strategic Objectives

- 2a. Improve the college's planning process and provide for improved shared governance by requiring that faculty on all DPAC committees, on all joint and faculty-only Senate committees as well as, where appropriate, task forces, work groups, etc., represent Senate-approved positions. Furthermore, to facilitate mutual agreement, before they are published or disseminated formally, all decisions, recommendations, final reports, etc., of joint committees must be approved by the Committee of the Whole before they are published or disseminated in final form except where those committees have been empowered by the Committee of the Whole to operate independently.
- 2b. Ensure appropriate Senate leadership and faculty representation throughout the remaining accreditation process.
- 2c. Secure adequate District funding for attendance at state and area Academic Senate conferences and meetings.
- 2d. Increase participation at Senate plenary sessions for the purpose of developing Senate leaders.
- 2e. Convert the library faculty leader and the health sciences faculty leader positions to department chair positions.
- 2f. Improve the retention of new faculty by formalizing Academic Senate involvement in their professional development and orientation activities.
- 2g. Streamline the approval and reimbursement process for professional development activities.
- 2h. Facilitate the successful implementation of the bachelor's degree.
- 2i. Explore and expand, where appropriate, the creation of academic workforce pathways to serve students.
- 2j. Continue to support faculty adoption of open educational resources, where appropriate, to reduce the cost of education.
- 2k. Support the establishment and staffing of a gender equity center.
- 2l. Ensure the Senate and department faculty are centrally involved in the planning of future facilities as well as the retrofitting of existing facilities to make sure that effective learning conditions are coupled with the college's long-standing commitment to sustainability.

- 2m. Increase the currency of faculty in their disciplines by securing additional professional development funding that will allow for full payment for discipline-specific conferences.
- 2n. Update BP 2210 to match current practice and to expand the areas under which the Board of Trustees agrees to rely primarily upon the advice and judgment of the Academic Senate.
- 2o. In conjunction with Human Resources, investigate and implement ways by which the college might attract a larger pool of applicants for faculty positions.
- 2p. Ensure that Senate concerns are reflected in the District's master plan as well as the overall strategic planning process.
- 2q. Foster greater student success by infusing financial literacy throughout the curriculum.

GOAL 3: SECURE FINANCIAL INDEPENDENCE AND STABILITY FOR THE ACADEMIC SENATE.

Strategic Objectives

- 3a. Formalize a program to increase the number of faculty contributing to the Academic Senate.
- 3b. Achieve line-item program status for the Academic Senate in the District's annual budget.
- 3c. Stabilize the office employment environment via augmentation and enrichment.
- 3d. Increase reassigned time for Senate responsibilities to ensure the Senate's work is completed in a timely and effective manner and to promote leadership development.

GOAL 4: PROVIDE LEADERSHIP IN ENSURING PROGRESS OVER TIME TOWARD THE 75/25 FULL-TIME HIRING GOAL.

Strategic Objectives

- 4a. Continue the Senate's important work with DPAC, the Budget Subcommittee, District senior management and the Board of Trustees to implement appropriate yearly benchmarks and commit adequate funding to ensure improvement over time in the percentage of credit hours taught by full-time faculty and the percentage of student contact hours worked by for counselors.

GOAL 5: BUILD APPROPRIATE EXTERNAL COMMUNICATION PRACTICES INTO SENATE POLICIES AND PRACTICES.

Strategic Objectives

- 5a. Work with student government leaders to ensure that the student voice remains a critical component of Senate policies and practices.
- 5b. Ensure that Senate leaders and Senators remain in touch with the faculty they represent to make sure that the Senate continues to serve as the voice of the faculty on academic and professional matters.
- 5c. Meet regularly with CSEA leaders, District administrators, Trustees, and Faculty Association leaders to improve the flow of information and to ensure healthy relationships.
- 5d. Ensure that Senate leadership and, where appropriate, the Academic Senate approve faculty appointments to all District committees, task forces, advisory groups, etc.

Information Technology Objectives 2016-17

Objective 1 Implement Identity Provider Services with Shibboleth

To support CCC OEI (Open Education Initiative) and other CCC initiatives (CCCApply, CAI, Canvas) and other external applications such as Gmail, and ServiceNow, we will implement campus Identity Provider Services with Shibboleth.

Contact: Dan Rojas
Status: Solution proposed, pending on budget.

Objective 2 Website Mobile Responsive

To make the SMC website responsive and compatible with mobile devices, we will upgrade the SharePoint Content Management software.

Contact: Dan Rojas
Status: In progress

Objective 3 Campus Wide Software Update

To keep campus information technology software applications current in alignment with the College's Technology Master Plan, the District has committed funds for identified core requirement campus-wide software such as Microsoft campus agreement, anti-virus/malware software, Adobe Creative Cloud Suite, and other system management tools.

Contact: Steve Peterson
Status: In planning

Objective 4 District Technology Equipment Replacement Plan

To keep campus information technology equipment current in alignment with the College's Technology Master Plan, we will continue planning and replacing faculty, student and staff outdated workstations.

Contact: Bob Dammer
Status: In planning

Objective 5 Campus Wide Assistive Technology

To ensure the compliance of technology accessibility requirements for disabilities, miscellaneous software/equipment will be purchased/renewed/installed throughout the year.

Contact: Thomas Peters/Joshi John
Status: In progress

Objective 6 Upgrade Oracle Software

To ensure the College Information System is at an up-to-date version compatible with vendor (Oracle) requirements and current web browsers, and also compliant with security mandates; plan, evaluate, and implement updated version of Oracle (Form and Report). By upgrading the system software, we can also take advantages of additional functionalities.

Contact: Wendy Liu/Steve Chen/MIS Team
Status: In progress of selecting a consulting firm to assist us.

Objective 7 Upgrade Oracle APEX Tool

To take advantage of new features and to patch existing bugs, we need to upgrade APEX to Version 5 from current Version 4.2.4. Apex is an Oracle tool used for designing Corsair Connect, mProfessor and many other programs on WebISIS.

Contact: Wendy Liu/Steve Chen/MIS Team
Status: In progress (one-week of training was conducted).

Objective 8 Upgrade Database Server and Version

To strengthen the ISIS infrastructure and as part of the disaster recovery project, all database instances on HP will be migrated to new Linux Servers. Potentially we may also upgrade the database version from 11g to 12c. As a result, the HP Unix boxes hosting ISIS database are to be retired.

Contact: Wendy Liu/Jung Lee/Steve Chen
Status: In progress

Objective 9 Instructional Technology for Smart Classroom & Smart Cart Equipment

To complete the process of upgrading 100% of classrooms to include smart technology, we will install three more classrooms this year.

Contact: Al DeSalles
Status: In planning

Objective 10 Upgrade District Print Systems

To maintain the continuity of current digital print system operations and promote innovation, we will upgrade all Xerox technologies to best support campus-wide printing, copying and scanning needs.

Contact: Al DeSalles
Status: In progress. It is expected to complete by no later than the start of the fall semester.

Objective 11 Departmental Instructional Technology Needs

To respond to the technology needs stipulated by SMC constituents, implement recommended departmental technology requests for specific and miscellaneous software/equipment, and other technology accessories.

Contact: Steve Peterson/Joshi John
Status: In planning

Objective 12 Academic Computing Upgrades

To keep campus computer lab systems current in alignment with the College's Technology Master Plan, we will upgrade student computers and servers to support Windows 10 for instructional purposes. We will also virtualize the Modern Language Department's physical BlackBoard Collaborate Linux server.

Contact: Joshi John
Status: In progress

Objective 13 Support Technical Implementation of Campus Safety Technology Plan

To strengthen campus security, we will complete the campus safety technology project; updated surveillance camera and electronic door access systems are currently being implemented.

Contact: Bob Dammer

Status: The project is about 75% completed and is scheduled to finish by December 2016.

Objective 14 College Technology Resource Disaster Recovery Plan

To protect critical SMC data and ensure solid business continuity, we will validate solutions, implementation plan and procedures for recovery of mission critical services and applications.

Contact: Bob Dammer

Status: Solution proposed, pending on budget/detailed project plans

Objective 15 Review and Update Computer Usage Policies and Procedures

To enhance the effectiveness of our IT operations and strengthen information security, we will review and update existing IT user policies and user account management. We will also work with the HR and the College administration to train/educate the District community about proper usage of IT resources.

Contact: IT Management

Status: In progress

PRESENTATIONS/REPORTS/ACTIONS AT BOARD OF TRUSTEES MEETINGS

The following list comprises presentations/reports/actions at Board of Trustees meetings related to Board Goals and Priorities (*revised for each fiscal year*), strategic Initiatives, and institutionalized programs. Routine recommendations for Consultants/Contracts, Human Resources, Facilities and Fiscal that support Board Goals and Priorities, strategic initiatives and institutionalized programs are not included.

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
October 4, 2016	Action: Labor Peace Agreement (#14) Action: Contract for Attain LiveSafe Safety Application (#19) Information: STEM Grant (#2, #11)
September 20 2016 Joint Meeting with SMMUSD Board of Education	Special Meeting: (#16)
September 6, 2016	Action: Adoption of 2016-2017 Budget (#11, #12, #13) Action: Resolution in Support of Proposition 51 (Facilities Bond Act) (#18, #19, #21) Action: Resolution in Support of Proposition 55 (#11) Action: Second Reading and Approval: College and Career Pathways, A Dual Enrollment Partnership (#2, #16)
August 2, 2016	Action: Board Goals and Priorities, 2016-2017 Action: Public Hearing and Adoption of Education Protection Account (#3, #11)* Report: Workforce and Economic Development #4 First Reading: College and Career Pathways, A Dual Enrollment Partnership (#2, #16) Action: Resolution in Support of City of Santa Monica Measures on November 8, 2016 Ballot #14, #16 Action: Contracts for Study Abroad Programs
July 5, 2016	Action: Five Year Construction Plan (#16) Action: Order of Bond Election (#10, #18) Report: 2015-2016 Grants Office Annual Report (#10) Action: Second Reading and Approval - Board Policies 1210 and 1220 (#9) Action (Consent Agenda): New Full-Time Faculty (#3)
June 7, 2016	Discussion: Board of Trustees Budget Objectives and Principles (#10, #11, #12) Action: Acceptance of Final Draft of the SMCCD 2016 Accreditation Institutional Self-Evaluation Report (#9) Report: Multiple Measures Placement: Implementation Status Report (#2) Action: First Reading - Board Policies 1210 and 1220 (#9) Action (Consent Agenda): New Full-Time Faculty (#3)
May 3, 2016	Report/Action: 2016 Institutional Effectiveness Update/Student Scorecard (#1) Report: SMC Facility Needs and Potential November 2016 Bond Measure (#18)

	<p>Action: Resolution - Refinance of Lease for Energy Conservation and Alternative Energy Measures (#10)</p> <p>Action: Award of Bid, Student Services Building (#16)</p> <p>Action (Consent Agenda): New Full-Time Faculty (#3)</p>
April 5, 2016	<p>Report: The Minority Male Community College Collaborative (MsC3)(#2)</p> <p>Report: Counseling Services (#2)</p> <p>Action: Contract for Auditing Services (#10)</p> <p>Report: Community and Academic Relations (#13)</p> <p>Action (Consent Agenda): New Full-Time Faculty (#3)</p>
March 1, 2016	<p>Superintendent's Report: Accreditation Update (#9)</p> <p>Report: GRIT</p> <p>Report: Actuarial Study of Retiree Health Liabilities, 2015 Update (#12)</p> <p>Action: New Courses and Degrees, Spring 2016 (B.S. Degree- Interaction Design) (#6)</p> <p>Action (Consent Agenda): New Full-Time Faculty (#3)</p>
February 2, 2016	<p>Recommendation: Agreement for Architectural Services – 2016 Facilities Master Plan Update (#16)</p> <p>Update: Student Success Initiatives (#1, #2)</p> <p>Update: Progress Report on Collaborations with SMMUSD (#13, #14)</p> <p>Action (Consent Agenda): New Full-Time Faculty (#3)</p>
January 13, 2016 (Special Meeting)	<p>Action: SMC Malibu Campus Project (EIR, Ground Lease Agreement) (#16)</p>
January 12, 2016	<p>Superintendent's Report: Full-Time Faculty Hiring Plan Update (#3)</p> <p>Superintendent's Report: Accreditation Update (#9)</p> <p>Report: SMC Transfer Program 2014-2015 (#1, #2)</p> <p>Report: SMCCD Capital Outlay Program (#16)</p> <p>Action: Award of Bid – Connection of Existing Facilities to Central Plant Loop (#16)</p> <p>Action: New Courses and Degrees (#6)</p> <p>Action (Consent Agenda): New Full-Time Faculty (#3)</p>
December 1, 2015	<p>Report: Student Equity Plan Update (#1, #2)</p> <p>Action: Acceptance of Additional Grant Funds and Budget Augmentation – Student Equity (#1, #2)</p> <p>Baccalaureate Degree – Interaction Design: Update and Approval of New Course (#6)</p>
December 15, 2015 (Adjourned meeting)	<p>Action: Approval of Superintendent/President Employment Agreement (#8)</p>
November 12, 13, 2015	<p>Special Meetings, Public Forums for Supt/Pres finalists (#8)</p>
November 13, 2015	<p>Special Meeting – Prepare for Interviews with Supt/Pres finalists (#8)</p>
November 14, 2015	<p>Special Meeting – Interviews with Supt/Pres finalists (#8)</p>
November 17, 2015	<p>Special Meeting – Continue deliberations on Supt/Pres finalists (#8)</p>
November 3, 2015	<p>Report: Sustainable Transportation Update (#17)*</p> <p>Report: Superintendent/President Search Update (#8)*</p> <p>Discussion: ACCT Leadership Congress (#13)*</p> <p>Action: New Courses and Degrees, Fall 2015 (#6)*</p> <p>Action: Establish/Elect Project Manager, Grants ((#10)*</p>
October 6, 2015	<p>Report: SMC Foundation Update (#10)*</p> <p>Report: SMC Diversity Report, 2014-2015 (#3)*</p> <p>Report: Superintendent/President Search Update (#8)*</p> <p>Action: Acceptance of Grant – MC3I (#2, #4)*</p> <p>Action: Award of Bid – Campus Energy Management System (#16)*</p>

September 1, 2015	<p>Action: Adoption of 2015-2016 Budget (#3, #10, #11, #12)*</p> <p>Action: Resolution in Support of State Greenhouse Gas Reduction Funding of a Transit Pass Program (#17)*</p> <p>Report: Superintendent/President Search Update (#8)*</p> <p>Action: Contracts for Study Abroad Programs</p>
September 1, 2015	<p>Action: Adoption of 2015-2016 Budget (#3, #10, #11, #12)*</p> <p>Action: Resolution in Support of State Greenhouse Gas Reduction Funding of a Transit Pass Program (#17)*</p> <p>Report: Superintendent/President Search Update (#8)*</p> <p>Action: Contracts for Study Abroad Programs</p>
August 4, 2015	<p>Action: Board of Trustees Goals and Priorities, 2015-2016</p> <p>Action: Renaming of Academy of Entertainment and Technology (#5)*</p> <p>Action: Public Hearing and Adoption of Education Protection Account (#3, #11)*</p> <p>Report: Emergency Preparedness Update</p> <p>Report: Title IX Task Force</p> <p>Report: Superintendent/President Search Update (#8)*</p> <p>*Board Goals and Priorities, 2015-2016</p>
July 21, 2015 Special Meeting	<p>Discussion: Superintendent/President Search Process</p> <p>Discussion: Board Self-Assessment</p> <p>Discussion: Board of Trustees Goals and Priorities, 2015-2016</p> <p>Discussion: Joint Meeting with SMMUSD Board of Education</p>
July 7, 2015	<p>Update: Superintendent/President Search</p> <p>Report: Workforce and Economic Development (#3)</p> <p>Report: 2014-2015 Grants Office Annual Report (#10)</p> <p>Action: Five Year Construction Plan (#15)</p> <p>Action: Second Reading and Approval– Board Policy Section 3122, Sexual Misconduct</p>
June 2, 2015	<p>Action: Public Hearing and Approval of Request from Property Lease Requirements (#15)</p> <p>Report: Special Programs – Guardian Scholars (#4)</p> <p>Action: Approval of New Full-Time Faculty (#5)</p> <p>Action: First Reading Board Policy Section 3122, Sexual Misconduct</p>
May 5, 2015	<p>Report: Student Scorecard/Institutional Effectiveness Partnership Initiative (#1)</p> <p>Action: Approval of New Full-Time Faculty (#5)</p>

April 7, 2015	<p>Report: Global Citizenship Annual Report, 2013-2014</p> <p>Report: Community and Academic Relations (#12)</p> <p>Action: Resolution in Support of Assembly Bill 288 (#2, #3, #14)</p> <p>Action: Revision to Vision, Mission and Goals Statement (#4)</p> <p>Action: Second Reading and Approval – Board Policy Section 6116, Debt Issuance (#6, #7)</p> <p>Action: Second Reading/Approval – Board Policy Section 6116, Debt Issuance (#6, #7)</p> <p>Action: Approval of New Full-Time Faculty (#5)</p>
March 17, 2015 Study Meeting	<p>Discussion: Completion Agenda/Creating Education Pathways (#3)</p> <p>Discussion: Academy of Entertainment and Technology; naming, branding, re-opening (#3)</p>
March 3, 2015	<p>Update: Baccalaureate Degree Pilot Program (#4)</p> <p>Update: LA HITECH Initiative (#3, #4)</p> <p>Report: MyEdPlan (#4)</p> <p>Report: GRIT</p> <p>Action: First Reading – Board Policy Section 6116, Debt Issuance (#6, #7)</p>
February 3, 2015	<p>Update: Student Services Building (#15)</p> <p>Report: First Annual Equity Summit (#2)</p> <p>Action: Award of Bid – Security System Installation and Upgrade (#11)</p>
January 13, 2015	<p>Report: Counseling Update (#2)</p> <p>Report: SMC Transfer Program 2013-2014 (#2)</p>
December 2, 2014	<p>Report and Discussion: Early Childhood Education Center/Laboratory School (#12, #14, #15)</p> <p>Report and Action: Student Equity Plan (#1, #2)</p>
November 5, 2014	<p>Action: Acceptance of LA HITECH Grant (#3, #4)</p> <p>Report: Baccalaureate Degree Pilot Program (#4)</p>
October 7, 2014	<p>Action: Issuance and Sale of SMCCD General Obligation Bonds and Approving Certain Other Matters Relating to the Bonds (#15)</p> <p>Report: SMC In-District Enrollment Report (#12, #14)</p>
September 2, 2014	<p>Resolution: Authorized Reimbursement of Qualified Project Expenditures in Contemplation of a Future Tax-Exempt Financing (#15)</p> <p>Action: Adoption of 2014-2015 Budget (#6, #7, #8)</p>
August 5, 2014	<p>Report: Emergency Preparedness/Fire Alarms/Security Systems (#11)</p> <p>Action: Authorization to Procure Security System Upgrade through CMAS (#11)</p> <p>Action: Amendment to Agreement for Engineering Services for Security Systems Upgrade (#11)</p> <p>Report: Noncredit (Adult Education) Programs (#12, #13, #14)</p> <p>Action: Award of Bid – Health, PE, Fitness, Dance and Central Plant (#15)</p>
July 1, 2014	<p>Report: 2013-2014 Grants Office Annual Report (#10)</p> <p>Report: New Directions in Career and Technical Education (#3)</p> <p>Report: Student Services Building (#16)</p>
June 3, 2014	<p>Report: Title V (#2)</p> <p>Report: OPEB (#7)</p> <p>Action: Five-Year Construction Plan (#17)</p>
May 6, 2014	<p>Action: The Beijing Center for Chinese Studies</p> <p>Action: Award of Bid – Performing Arts Center East Wing (#16)</p> <p>Report: 2014 Institutional Effectiveness Update/Student Success Scorecard (#1)</p> <p>Action: Purchase of Broadcast Station KDB and Swap with Broadcast Station KQSC (#12)</p>
April 1, 2014	<p>Action: Contract with Big Blue Bus, 2014-2017(SI, #15)</p>
March 4 2014	<p>Report: Strategic Initiatives (GRIT and I³)</p> <p>Action: Purchase of Broadcast Station KDB and Swap with Broadcast Station KQSC (#12)</p>
February 4, 2014	<p>Action: Receipt of 2012-2013 Audit Reports (#6)</p> <p>Report: Emergency Preparedness Update (#11)</p>
January 14, 2014	<p>Action: Energy Services Contracts (SI, #16)</p> <p>Report: Global Citizenship Initiative Annual Report, 2012-2013</p>

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 (#7, #8))
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)

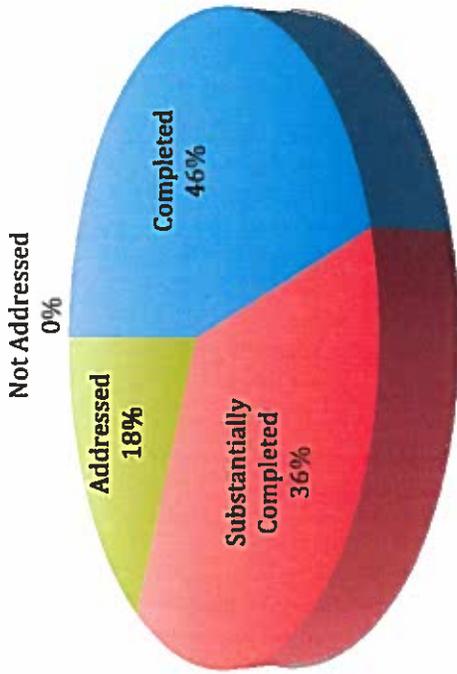
October 2, 2012	Report: Workforce and Economic Development (SI, #3)
September 6, 2012	Action: Adoption of 2012-2013 Budget (#7, #8 #9) Action: Energy Services Agreement with Compass Energy Solutions Action: Agreement for Architectural Services and Agreement for Consultant – Early Childhood Education 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
 Five-Year Study of Institutional Objectives
 Mapped to Strategic Initiatives
 and Level of Completion

	Strategic Initiatives				Completion Status			
	Basic Skills Initiative	Global Citizenship	Sustainable Campus	Vocational Education	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2011-2012								
1. To complete the development of the “institutional dashboard” and use this along with other tools to evaluate program and institutional effectiveness and as a basis for providing training to members of the college community on the use of data.						✓		
2. To develop and implement a plan to avoid an operating deficit.							✓	
3. To develop and implement a plan to institutionalize ongoing funding for the maintenance of technology, instructional equipment, and facilities.						✓		
4. To develop a comprehensive transportation plan that builds upon the “Any Line, Any Time” public transportation initiative and includes other public transportation initiatives, bicycle support, vanpool and carpool programs, and other alternative modes of transportation.			✓		✓			
5. To support the signing of the ‘The Democracy Commitment’ by reviewing college programs, activities and curricular offerings to determine what is currently being done in support of students’ civic learning, civic engagement and democratic practice in order to provide a baseline for any future related practices and projects.		✓			✓			
6. To develop short-term strategies and a long-term plan toward ensuring appropriate access to tutoring, including possible space allocations, and uniformity in service delivery and staff training.	✓					✓		

7. To implement the findings of the 2010-2011 Basic Skills research project by institutionalizing the use of the three strategies— Writing Center, Supplemental Instruction, and Tutoring Centers—found to have a significant impact on student retention and success.	✓					✓							
8. To develop a plan to define and implement standards for appropriate operations and maintenance of new buildings.		✓				✓							
9. To develop a comprehensive plan that sets annual priorities for institutional resource development in fundraising as well as grants and other types of federal, state, local, and private funding..						✓							
10. To implement annual delivery of standardized training for all college staff engaged in data entry involving either of the two human resources information systems (HRS and ISIS) to reduce the error rate and ensure data integrity.						✓							
11. To create and implement a District-wide professional development plan that includes a teaching and learning needs assessment for faculty development and incorporates CSEA professional development committee recommendations for classified staff development.											✓		
TOTALS 11 Institutional Objectives	2	1	2	0	0	5	4	2	0	2	0		

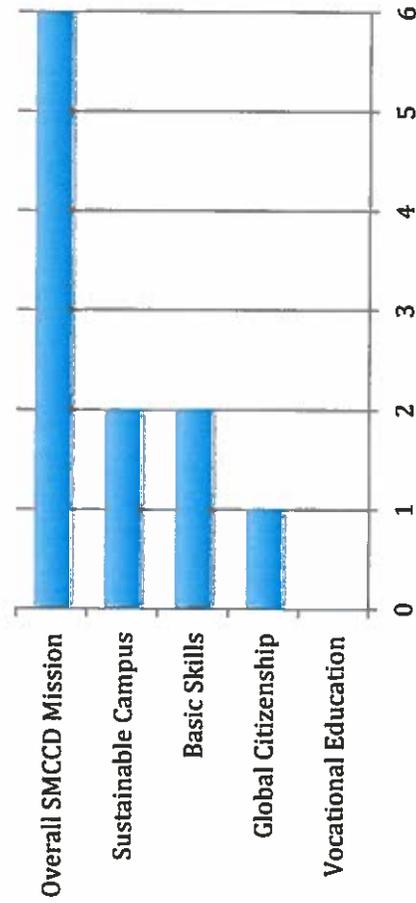
Institutional Objectives, 2011-2012 Level of Completion



11 Institutional Objectives

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

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



11 Institutional Objectives

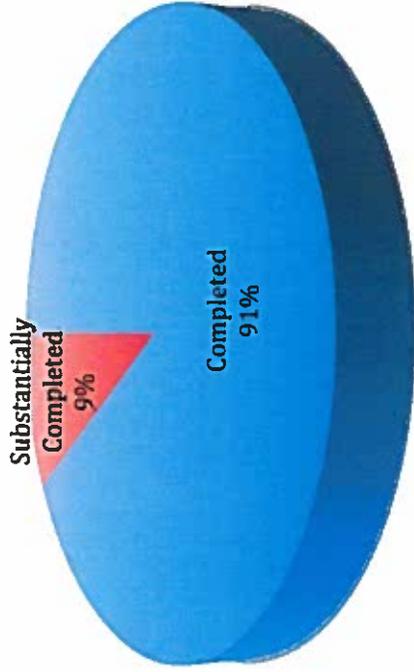
- 6 Overall SMCCD Mission
- 2 Sustainable Campus
- 2 Basic Skills
- 1 Global Citizenship
- 0 Vocational Education

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

Institutional Objectives	Strategic Initiatives		College Priorities					Completion Status			
	GRT	Institutional Imagination (I3)	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed
INSTITUTIONAL OBJECTIVES 2012-2013 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 GRT (Growth, Resilience, Integrity and Tenacity) strategic initiative. This initiative should facilitate student achievement through a College-wide focus on non-cognitive skills (e.g. integrity, perseverance, goal-setting, and help-seeking behaviors), on supplementing competencies supporting ILO #1, and on supporting students' aspirations for their futures.	✓					✓	✓				
			✓				✓	✓			
							✓	✓			
				✓		✓		✓			
		✓	✓	✓		✓			✓		
			✓					✓			

7. To develop a plan for how to assess the strategic initiative GRIT, with a focus on assessing students' acquisition of non-cognitive skills. The assessment should be tied to traditional metrics used to measure student success, e.g. grades, transfer, completion, improved academic honesty, etc. The College will run a pilot ETS study on the acquisition and assessment of students' non-cognitive skills as one mechanism to inform this plan.	✓									✓										
8. To develop a plan for organizing and institutionalizing a strategic initiative called I ³ (Institutional Imagination Initiative) to harness the creative power of the college community to rethink how the college can analyze and address issues through responsive engagement and facilitate continuous dialogue among the college community. The intent is to solicit and implement innovative ideas for improving and supporting student achievement.		✓								✓										
9. To develop and begin implementation of a plan for the SMC Teaching and Learning Center in order to expand institutional capacity to support creative efforts that generate innovative pedagogies, foster professional development, and increase student success.		✓								✓										
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	0	0	0	4	2	1	0	0	0	0	0	0	0	0

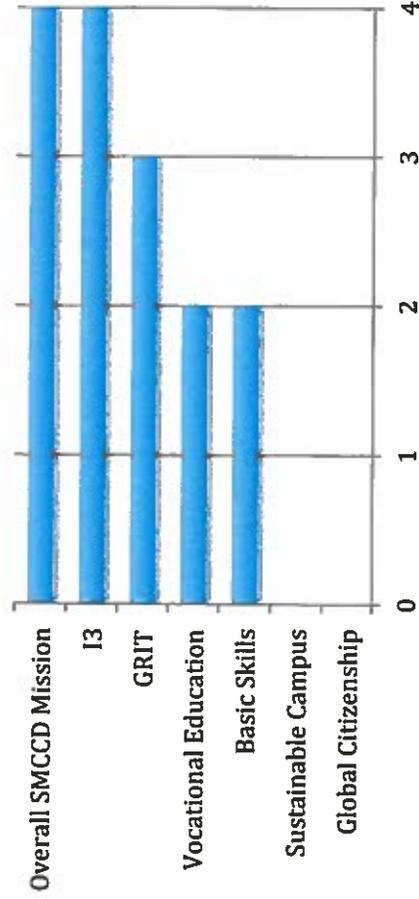
Institutional Objectives, 2012-2013 Level of Completion



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



11 Institutional Objectives

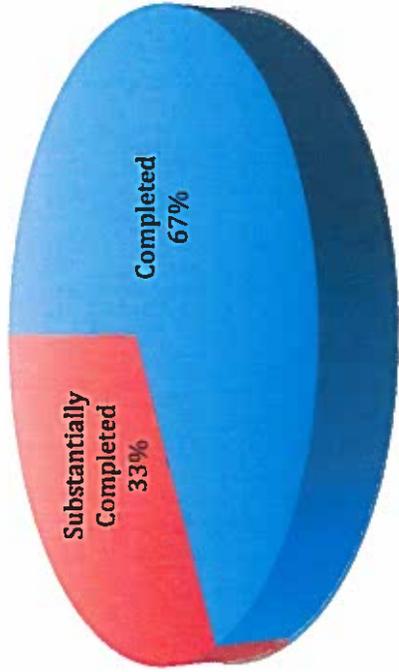
- 4 Overall SMCCCD Mission
- 4 Institutional Imagination (I³)
- 3 GRIT
- 2 Vocational Education
- 2 Basic Skills
- 0 Sustainable Campus
- 0 Global Citizenship

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

	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
INSTITUTIONAL OBJECTIVES 2013-2014											
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 (I ³) 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.	✓		✓					✓			

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	0	3	2	6	3	0	0	0	0

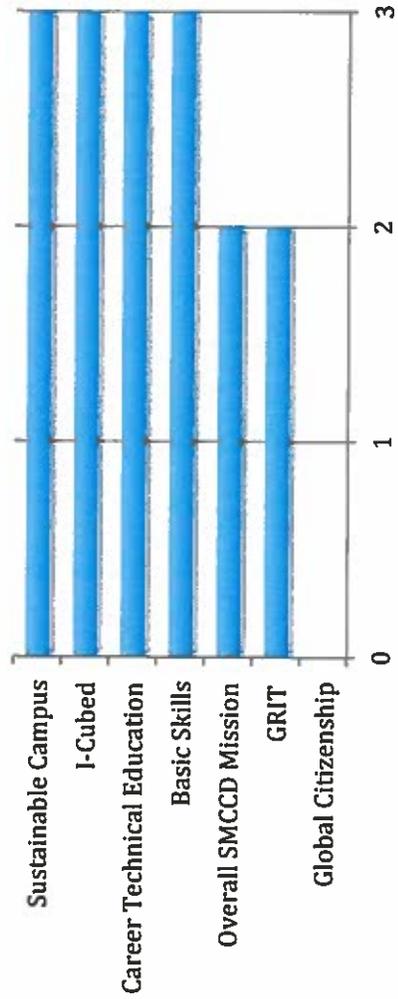
Institutional Objectives, 2013-2014 Level of Completion



9 Institutional Objectives

- 6 Completed
- 3 Substantially Completed
- 0 Addressed
- 0 Not Addressed

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



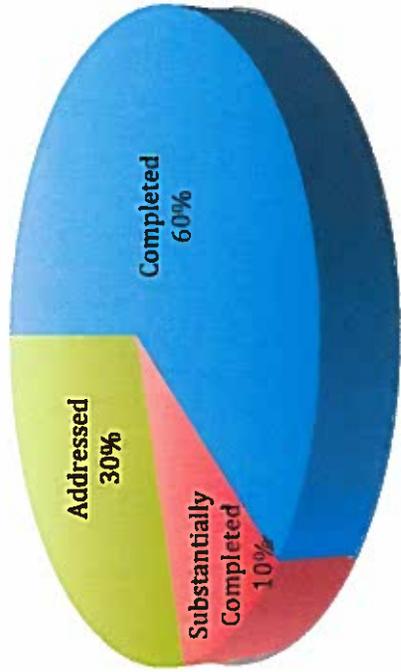
9 Institutional Objectives

- 0 Global Citizenship
- 2 GRIT
- 2 Overall SMCCCD Mission
- 3 Basic Skills
- 3 Career Technical Education
- 3 Institutional Imagination (I³)
- 3 Sustainable Campus

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

Institutional Objectives	Strategic Initiatives		College Priorities					Completion Status			
	GRIT	Institutional Imagination (I ³)	Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Overall Mission	Completed	Substantially Completed	Addressed	Not Addressed
<p>INSTITUTIONAL OBJECTIVES 2014-2015</p> <p>Please note: Institutional Objectives are developed annually to address specific priorities for the year. College programs and activities that have been institutionalized or are addressed through other planning processes may not be represented.</p>											
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.		✓					✓	✓			
TOTALS	1	3	2	0	1	1	9	6	1	3	0
10 Institutional Objectives											

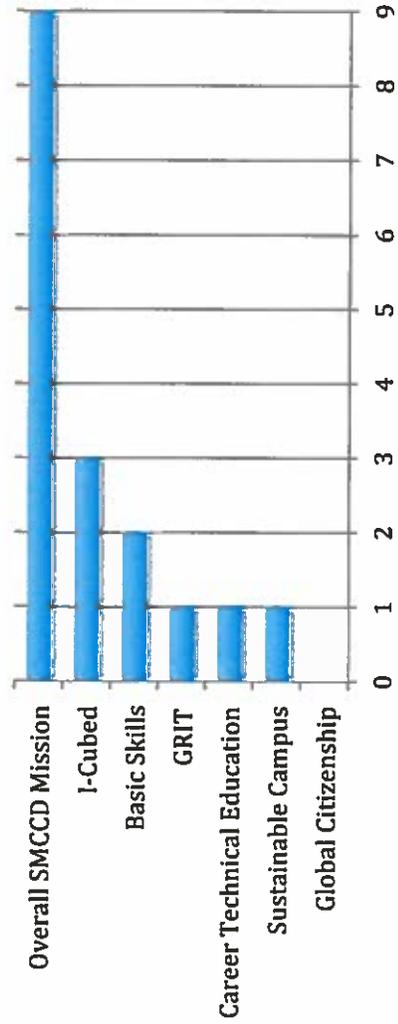
Institutional Objectives, 2014-2015 Level of Completion



10 Institutional Objectives

- 6 Completed
- 1 Substantially Completed
- 3 Addressed
- 0 Not Addressed

Institutional Objectives, 2014-2015 Related to Overall Mission, District Priorities and Strategic Initiatives



10 Institutional Objectives

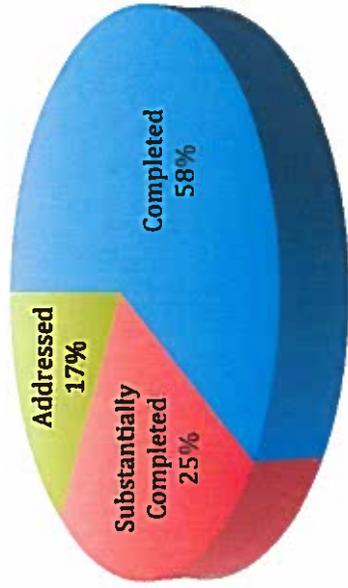
- 9 Overall SMCCD Mission
- 3 Institutional Imagination (I³)
- 2 Basic Skills
- 1 Career Technical Education
- 1 Sustainable Campus
- 1 GRIT
- 0 Global Citizenship

**Five-Year Study of Institutional Objectives
Mapped to Institutional Initiatives/Priorities, Planning Documents
and Level of Completion**

INSTITUTIONAL OBJECTIVES 2015-2016	Planning Documents						Completion Status			
	Strategic Initiative/ College Priorities	Board of Trustees Goals and Priorities	Program Review Recommendations	Institutional Effectiveness	Academic Senate Objectives	Accreditation	Completed	Substantially Completed	Addressed	Not Addressed
Note: Starting in 2015-2016, the Institutional Objectives are mapped to relevant planning documents as well as to Strategic Initiatives/College Priorities.										
1. 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.	✓				✓		✓			
2. 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.	✓						✓			
3. 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.	✓						✓			
4. Review previous facilities assessments and develop future capital outlay plans in alignment with the Facilities Master Plan.	✓			✓				✓		
5. 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).	✓						✓			
6. Develop means to identify and integrate the total cost of ownership into the procurement processes			✓				✓			
7. 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.			✓					✓		
8. Develop and implement innovative strategies designed to reach new markets and remove enrollment barriers to meet enrollment targets	✓							✓		
9. To address logistical challenges facing students in using instructional support services,				✓					✓	
10. 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.	✓	✓	✓	✓			✓			

11. 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.		✓						✓						✓				
12. To organize and begin operating an Applied/Service learning center that will expand and support service learning experiences and volunteer opportunities for students.	✓													✓				
TOTALS																		
12 Institutional Objectives																		
	2	8	3	3				2	2	2	3	7	3	2	2	0		

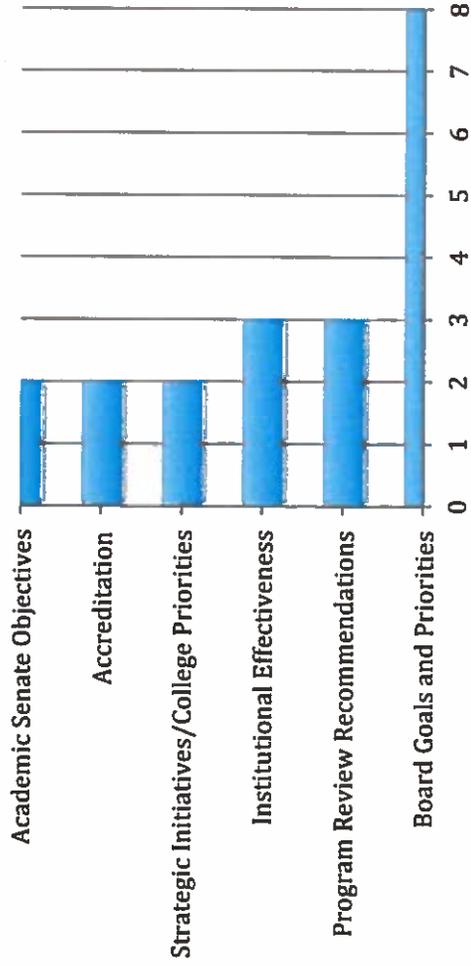
Institutional Objectives, 2015-2016 Level of Completion



12 Institutional Objectives

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

Institutional Objectives, 2015-2016 Related to Planning Documents and Strategic Initiatives



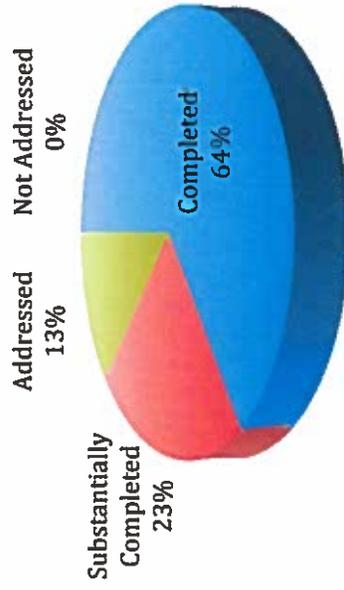
12 Institutional Objectives

- 2 Academic Senate Objectives
- 2 Accreditation
- 2 Strategic Initiatives/College Priorities
- 3 Institutional Effectiveness Observations
- 3 Program Review Recommendations
- 8 Board of Trustees Goals and Priorities

Santa Monica Community College District

Strategic Initiatives	Overall SMCCD Mission	College Priorities				Completion Status				
		Basic Skills	Global Citizenship	Sustainable Campus	Career Technical Education	Completed	Substantially Completed	Addressed	Not Addressed	
INSTITUTIONAL OBJECTIVES 2011-2012 – 2014-2015 Note: Institutional Objectives are developed annually to address specific priorities for the year. College programs and activities that have been institutionalized as part of the overall mission of the College or are addressed through other planning processes may not be represented.	GRIT	6	2	1	2	0	5	4	2	0
	Institutional Imagination	6	2	1	2	0	5	4	2	0
	2011-2012 TOTALS	11	11	11	11	11	11	11	11	11
	2012-2013 Totals	11	11	11	11	11	11	11	11	11
	2013-2014 Totals	9	9	9	9	9	9	9	9	9
2014-2015 Totals	10	10	10	10	10	10	10	10	10	
10 Institutional Objectives	10	10	10	10	10	10	10	10	10	10

Institutional Objectives	Planning Documents							Completion Status			
	Strategic Initiatives/ College Priorities	Board of Trustees Goals and Priorities	Program Review Recommendations	Institutional Effectiveness Recommendations	Academic Senate Objectives	Accreditation	Completed	Substantially Completed	Addressed	Not Addressed	
INSTITUTIONAL OBJECTIVES 2015-2016 Note: Starting in 2015-2016, the Institutional Objectives are mapped to relevant planning documents as well as to Strategic Initiatives/College Priorities.	2	8	3	3	2	2	7	3	2	0	
	2015-2016 Totals 12 Institutional Objectives										
2011-2012 through 2015-2016 TOTALS 53 Institutional Objectives	2	8	3	3	2	2	34	12	7	0	





SANTA MONICA COMMUNITY COLLEGE DISTRICT

**Capital Outlay Program
Bond Project Descriptions
And Project Status**

July 2016

Prepared by SMC Facilities Planning

Introduction

The District's capital outlay program consists of larger non-maintenance projects that are generally over \$100,000, typically financed by local taxpayer approved bonds. The capital projects include new buildings, replacement buildings, renovations, property acquisition, parking, site work, landscaping, infrastructure, security, and technology.

Over the last several decades, Santa Monica and Malibu voters have approved four safety and modernization bond measures in support of the college's career and academic programs:

Proposition T	1992	\$ 23,000,000
Measure U	2002	\$160,000,000
Measure S	2004	\$135,000,000
Measure AA	2008	\$295,000,000

By way of background, local bonds financed the original Main Campus, built in the 1950s and 1960s. However, in subsequent years until 1992, the District depended primarily on limited state funding, so only a few large projects were built. After the 1994 Northridge Earthquake and the extensive damage to the Main Campus, the District received federal FEMA support for rebuilding which started the current era of major construction on the campus.

In addition to the local bonds listed above, there has been significant financial support from federal, state and city sources along with the District's own capital funds.

The 1998 Facilities Master plan was a major effort in guiding the modernization and development of the Main Campus after the Northridge earthquake. Additional facility assessments were conducted in 2001, 2002, and 2003. In 2007, a master plan was added for the development of the Bundy Campus. In 2010, an update of the Facilities Master Plan was completed to address other safety and modernization improvements on the Main Campus and to incorporate the satellite campuses.

A new 2016 Facilities Master Plan Update will be prepared during Spring 2016 to guide to determine the need for future projects.

Highlights of the completed projects include the purchase of the Bundy Campus and Emeritus College, and the construction of the Theatre Arts, Broad Stage, HSS Building, Campus Quad and Information Technology. Projects currently in planning or construction include a new Child Development Center, a Malibu Campus, a Health, PE, Fitness and Dance Complex, Student Services, and a redeveloped Academy of Entertainment & Technology Campus with new facilities for KCRW.

Bond Program Overview

Project	Funding Source	Total Cost	Status 6/30/13
Purchase of Bundy Site	U	\$30,280,878	Completed 2002
Emeritus College	U, SMC Foundation	\$9,603,782	Completed 2003
Purchase of 1738 Pearl Street	U	\$749,208	Completed 2003
Library Renovation & Expansion	T, State, FEMA	\$23,600,000	Completed 2003
PE/Dance/Athletics Office Relocation	U	\$2,797,033	Completed 2004
Math Complex	U	\$1,458,690	Completed 2004
Bundy Campus West Building	U	\$23,291,387	Completed 2005
Malibu Storm Water Infrastructure P-I	S	\$2,500,000	Completed 2005
Renovation of Theatre Arts	U	\$19,544,314	Completed 2006
Music Complex - Performing Arts	U	\$4,623,547	Completed 2007
HSS North/South	U, State, FEMA, City	\$29,240,945	Complete 2006/7
Shuttle Parking Acquisition & Constr.	U	\$18,969,509	Completed 2007
Malibu Storm Water Infrastructure P-II	S	\$2,500,000	Completed 2008
Broad Stage - Performing Arts	S, SMC Foundation	\$40,690,201	Completed 2008
Athletic Fields - John Adams	S	\$2,969,807	Completed 2008
Main Campus Quad	U	\$11,388,463	Completed 2008
Bundy New Driveway & Signal	S	\$3,825,841	Completed 2009
Athletic Fields - Corsair Field	S	\$4,440,065	Completed 2009
Pico Phase I - Lot 6 & Structures	S	\$1,018,009	Completed 2009
Infrastructure & Safety Phase I	U	\$4,003,084	Completed 2010
Purchase of 1516 Pico Blvd.	AA	\$1,748,667	Completed 2010
Purchase of 1510 Pico Blvd.	AA	\$4,009,228	Completed 2011
Purchase of 919 Santa Monica Blvd.	AA	\$9,029,287	Completed 2011
Bundy/Airport Classroom Relocations	AA	\$3,162,183	Completed 2012
Library Village Relocation & Bike Park	AA	\$1,448,275	Completed 2013
Bundy/Airport Parking	AA	\$2,035,375	Completed 2013
Information Technology	AA	\$23,978,879	Completed 2015
Media & Technology – Academy Site	AA	\$92,544,456	Under Construction
East Wing - Performing Arts Center	AA	\$23,107,323	Under Construction
Health, PE, Fitness, Dance, Cent. Plant	S, AA	\$51,643,399	Under Construction
Security and Fire Alarm Upgrade	AA	\$9,570,794	Under Construction
Central Plant Loop Connections	AA	\$9,486,271	Under Construction
Child Development Center	AA, City	\$13,176,578	DSA Review
Malibu Campus	S, AA	\$26,775,991	DSA Approved
Student Services	U, S, AA	\$109,862,122	Under Construction
Drescher/Pico Promenade	AA	\$2,258,878	Future Project
Math and Science	AA, State	\$87,944,336	Future Project

Section I – Detailed Project Information - Completed Projects:

Note: Project descriptions for projects completed in the past have not been updated, even if use or function may have changed since construction.

Emeritus College

Project Description: Emeritus College, a program designed for lifelong learning, was located in a rented storefront on the first level of a parking garage on 2nd Street. The program long ago outgrew its former home. The first use of Measure U bond funds was the purchase of a newly constructed four-story building further north on 2nd Street. This building gave Emeritus College a permanent home with room to accommodate all its programs including a computer room, exercise studios and art classroom. There is also a large multipurpose room on the first floor for lectures, films and productions. The building shell was completed when the District purchased the building and the interior improvements were completed by the College.

Project Schedule: *Completed 2003*

Project Bond Allocation: \$8,909,940, Total Project Cost \$9,603,782

Funding Sources: Measure U, SMC Foundation

Library Renovation and Expansion

Project Description: SMC's main library which was damaged in the 1994 Northridge Earthquake was seismically upgraded, modernized and expanded. The project added more book area, more study space and a large computer lab. Seating for students was more than doubled.

Project Schedule: *Completed 2003*

Project Bond Allocation: \$23,600,000

Funding Sources: Measure T, State, FEMA

Relocate Kinesiology, Dance, Recreation and Athletics

Project Description: The former offices of the Kinesiology, Dance, Recreation and Athletics departments were in a temporary building installed in 1976. The temporary buildings had numerous maintenance problems and code deficiencies. The College removed these buildings to create open space on the campus. The project resulted in a similar amount of offices and added a conference room and workroom to make a more useable office facility. The offices are on the second floor of the gymnasium complex where the east bleachers of the stadium used to be located making better use of the limited ground space on the campus.

Project Schedule: *Completed 2004*

Project Bond Allocation: \$2,797,033

Funding Sources: Measure U

Library Village Renovation – Math

Project Description: With the completion of the Library, the “Temporary Library” was made available for renovation. The Math department was working out of temporary buildings that were set up after the 1994 earthquake. Those buildings were removed to make way for the Liberal Arts – South Building. With this renovated facility, all of the Math department is located in one building with additional classroom and lab facilities.

Project Schedule: *Completed 2004*

Project Bond Allocation: \$1,458,690

Funding Sources: Measure U

Bundy Campus (Former BAE Systems Site next to Santa Monica Airport)

Project Description: The 1998 Santa Monica College Facilities Master Plan proposed that additional property be purchased for instructional facilities and parking. In December 2001, the SMC Board of Trustees approved the purchase of the 10.4 acre parcel of land south of the Santa Monica Airport owned and occupied by BAE Systems with about 1,200 employees. BAE accessed the property through two vehicular entrances through the Santa Monica Airport and one on Stewart Avenue. In May 2003, BAE Systems ceased occupancy. In July 2003, the SMC Board of Trustees approved certain property improvements, including roadway access to the lower portion of the property from Bundy, safety modifications, and utility relocations.

In September 2003, SMC began an ongoing series of neighborhood meetings with nearby residents. These meetings resulted in consensus for a 10-foot sound wall on the perimeter of the property along both the Stanwood Place and Stewart Avenue sides of the campus, along with hundreds of new trees and new landscaping. These improvements addressed quality of life issues by creating a buffer between the College and the residential neighborhood. The College intended to prohibit both vehicular and pedestrian access to the campus from Stewart Avenue (excepting emergency vehicles) and required all access from either Bundy or Airport Avenue.

In March 2004, the SMC Board of Trustees approved the demolition and removal of Building #1, a very large one-story manufacturing and warehouse building; the demolition and removal of Building #3, a smaller one-story manufacturing building; the renovation of Building #4 (West Building), the four-story office building; and additional landscaping improvements. The removal of the manufacturing and warehouse facilities resulted in a reduction of 100,000 square feet of building space on the property. In accordance with CEQA, the Board of Trustees adopted a Mitigated Negative Declaration in connection with its approval of the adaptive reuse of Building #4. The four-story building is used for SMC’s Nursing program, Early Childhood Education program, Continuing Education program, and one floor for general education classes.

In July of 2004, construction commenced on a complete renovation of the West Building. The building was finished and opened for classes in summer of 2005.

In January of 2005, the Board of Trustees approved a group of architects and consultants to plan the long-term future of the site. A number of meetings were held with faculty, staff, students and community members to review possible future uses for the site. A master plan, environmental impact report and traffic study were approved by the Board in February of 2007.

Part of the master plan included a new traffic signal to enhance the safety of those entering the campus. The City of Los Angeles approved a new traffic signal and driveway for the campus.

Project Schedule: *West Building Completed 2005*
 Master Plan and EIR Completed
 Traffic signal and driveway, Completed 2009

Project Bond Allocation: West Building: \$23,880,005 (Includes related site work)
 Driveway and traffic signal \$3,825,841

Funding Sources: Measure U and S (Driveway and Signal)

Renovation, Theater Arts

Project Description: Originally designed as a small children's theater and a radio theater, the Little Theater (later called the Main Stage) at Santa Monica College was first occupied in 1952.

It received some minor remodeling and renovation over the years but was never modified to accommodate its current use as a facility for the production of drama and musical theater. Its physical limitations severely restricted the type of productions which were presented, therefore limiting the experience of acting, directing, and technical theater students and restricting the creativity of students, faculty and staff. Along with numerous functional improvements, significant ADA and Fire Code upgrade and compliance measures were part of this project.

The project has full theatrical lighting and sound facilities, a larger stage with space above to fly scenery out of audience view, larger dressing rooms with showers and full costume shop. Scenery can now be built in the scene shop and moved to the stage, before all large scenery pieces were built on stage, limiting stage use for classes and rehearsals.

Project Schedule: *Completed 2006*
Project Bond Allocation: \$19,544,314
Funding Sources: Measure U

Music Complex

Project Description: The former Music Building was completed as part of the original campus in 1952. Since 1985, the SMC Music Department has added a symphony orchestra, concert band, and an opera workshop to its performance group offerings as well as increasing the number of applied music classes to include string, woodwind, brass and percussion classes as well as the piano, voice, recorder and guitar classes it has traditionally offered. The facility has 27 practice rooms instead of 14 in the former building. The additional practice rooms and support areas have significantly improved the quality of the educational experience for music students.

The Music department move was needed to make room for the planned Student Services complex which will take the ground space currently occupied by Music and the Amphitheater.

Project Schedule: *Completed 2007*
Project Bond Allocation: \$2,005,434, Total Project Cost \$4,629,484
Funding Sources: Measure U

Performing Arts Complex

Project Description: The Music and Performing Arts Complex, Madison Campus project is SMC's comprehensive teaching, exhibit and performance facility for the arts. Within the framework of SMC's overall mission, the facility strives to promote artistic excellence, creativity, collaboration, and the free exchange of ideas in an open, caring, challenging yet supportive community of learners, thereby building new and future generations of artists and audiences.

The Music and Performing Arts Complex serves as an academic institution, accommodating the arts education programs and departments of SMC and serving the College community through exceptional training in the performing arts. Throughout the academic year, the theater serves as a large classroom or lecture hall suitable for screenings, performance workshops, guest speakers, and other classroom activities and College-related uses.

The facility's intent is to present programs and performances that reflect the cultural diversity, the multiplicity of interests, and the full range of ages that characterize the students of SMC and the residents of the region. The theater hopes to set a new standard for artistic excellence for SMC students and to attract the highest caliber of visiting artists to the venue.

The theater is located on the 4.4-acre former Madison Elementary School leased from the Santa Monica-Malibu Unified School District for 66 years, at 1310 11th Street. The theater addition is about 34,000 square feet and the existing building is about 40,000 square feet. The facility has 541 seats and state of the art sound, lighting and production facilities. The project includes parking for 301 cars as well as improvements to the existing rehearsal hall.

Project Schedule: *Completed 2008*

Project Bond Allocation: \$37,697,625, Total Project Cost \$40,690,201

Funding Sources: Measure S and SMC Foundation

Earthquake Replacement Liberal Arts North

Earthquake Replacement Liberal Arts South

Project Description: The Liberal Arts Building, originally constructed in 1952, was extensively damaged during the 1994 Northridge Earthquake. The College determined that the replacement of the Liberal Arts Building was a more sensible, safe, and prudent course of action to take, rather than restoring the building back to its original 1952 configuration with respect to poor functionality, low technology and low efficiency.

The building has two wings, one for the history department and another for the social sciences. The first phase has nine classrooms and faculty offices, the second phase has 15 classrooms and faculty offices including lab and tutoring space. Each classroom is a "smart" classroom wired for computer and instructional technology.

The District has obtained funding from a variety of sources including federal, state and local (City of Santa Monica). Due to the funding timelines of the granting agencies the construction on one wing was started before funds were released for the second wing.

Project Schedule North: *Completed 2006*

Project Schedule South: *Completed 2007*

Project Bond Allocation: \$12,613,550, Total Project Cost \$29,240,945

Funding Sources: City of Santa Monica Earthquake Redevelopment, State, FEMA, Measure

Shuttle Replacement Parking

Project Description: The College has operated a shuttle parking lot at the Santa Monica Airport since 1988. This remote shuttle lot has played a major part in the college's transportation management program. In November of 2005 the City of Santa Monica commenced construction of a public park at the Airport and temporarily moved the shuttle lot to a beach parking lot. The beach lot was not suitable for long-term use by the College and the City asked the College to leave the location after the spring semester. In January of 2007, the College completed a purchase of 2.35 acres from Verizon at the corner of Stewart and Exposition in Santa Monica. Soon thereafter construction commenced on a 220-space parking lot which opened for fall 2007.

Project Schedule: *Completed 2007*

Project Bond Allocation: \$18,969,509

Funding Sources: Measure U

Northwest Quad Development

Project Description: Santa Monica College has very limited land space. Over the years, both the number of students and the number of buildings have grown on campus. In addition to this, after the 1994 Northridge earthquake a large number of temporary structures were placed on the campus to hold programs that were dislodged from their original buildings for repairs and renovations.

With the planned removal of many of the temporary structures, the College had the opportunity to create some much need open space on the campus. In addition, the 1998 Master Plan called for the removal of the Amphitheater to make way for the planned Student Services complex. An area needs to be provided for student events that were formally held in the Amphitheater. The new Library, Campus Theater, and Liberal Arts face the new "quad" area creating a central focal point for this portion of the campus.

Project Schedule: *Completed 2008*

Project Bond Allocation: \$11,338,463

Funding Sources: Measure U

Campus Infrastructure/Safety

Project Description: The major portion of the Santa Monica College campus was opened in 1952. Much of the original infrastructure still remains. Some of the infrastructure was damaged in the 1994 Northridge Earthquake. Pieces of the original infrastructure have been repaired and replaced over the years on a piecemeal basis. Changes in technology have rendered much of the original infrastructure obsolete. In addition, changes in society require that additional efforts are needed to provide a safe and secure environment for the campus community. Other safety upgrades include earthquake retrofits.

This project updates the infrastructure for traffic, water, gas, sewer, electrical, fire and security based upon recent master planning efforts. It also includes a suitable facility for the College's Information Technology area. The changes will be coordinated with building construction activity in the area. As part of the infrastructure project, the College will address circulation including improvement of the Pico Blvd. presentation, signage and way finding.

Project Schedule: *Substantially Complete*

Project Bond Allocation: \$4,003,084

Funding Sources: Measure U

Physical Education and Athletic Fields

Project Description: SMC currently offers credit classes in physical education, athletics, and kinesiology; non-credit courses in health and conditioning (through Emeritus College); and not-for credit courses in recreation and fitness (through Continuing and Community Education). Compared to most other campuses, SMC is deficient in field space. The Physical Education program lacks outdoor facilities available at other campuses, including a baseball field, a softball field, and a practice field for football, a soccer field, outdoor volleyball courts, and outdoor basketball courts. The District rents field space in order to offer some of these programs; however, there is insufficient field space in Santa Monica.

This project provided for field improvements and for the retrofit of existing College fields and athletic facilities or other fields available to the College for year-round usage. The first renovation was the John Adams Middle School Field. This field is shared by the College, Santa Monica-Malibu Unified School District, City of Santa Monica and community groups. The second field project was the SMC Corsair Field. All fields are made available for community use when not in instructional use.

Project Schedule: John Adams Middle School Field, *Completed 2008*
SMC Corsair Field, *Completed 2009*

Project Bond Allocation: \$7,342,342

Funding Sources: Measure S

Bundy West Building Classroom Completion

Project Description: Approximately 6,500 of unplanned space was left available when the West Building was completed at the Bundy Campus in 2005. With the expansion of the Workforce Development program along with the need for classroom swing space during construction at other sites, the vacant space was converted to academic use.

Project Schedule: *Completed 2012*

Estimated Project Cost: \$3,162,183

Funding Sources: Measure AA

Information Technology Relocation (Main Campus)

Project Description: The Information Technology department located in Drescher Hall supports the use of information systems on campus. The current server room can no longer support the power and air conditioning needs of the increasingly more powerful servers that are in use today. The plan is to move the department to a new building adjacent to the College's Media Center, which is located on the south end of the Library. Much of the campus technology infrastructure is already located in the Media Center, and the departments work cooperatively on many projects. The project will consist of a new 14,000 SF building and 11,000 SF remodeling of the existing Media Center. The space vacated in Drescher Hall will be converted to academic use as part of a future project.

Project Schedule: *Completed June 2015*

Estimated Project Cost: \$19,866,324

Funding Sources: Measure AA

Section II - Projects Under Construction

Center for Media & Design (Academy Campus)

Project Description: This project includes the construction of a new 440-space Parking Structure. Also includes major renovation of the existing 50,000 SF AET building, a new 30,000 SF addition to the existing AET building, a new 33,000 SF building for the KCRW radio station, a new central courtyard, and new landscaping.

Current Progress: Construction on the parking structure is almost complete. Interior framing is near complete on the new additions with plumbing, electrical and ventilation systems in progress.

Project Schedule: In Construction, estimated completion April 2017

Estimated Project Cost: \$92,544,456

Funding Sources: Measure AA, KCRW Foundation

East Wing Earthquake Renovation – Performing Arts Campus

Project Description: Replacement of the seismically deficient East Wing of the Madison Building with a new facility for the Music Department including a Music Hall for rehearsals, performances and special events; a piano teaching lab; and a classroom for voice and choir instruction. Project includes new plaza and entry to the Edye Second Space.

Current Progress: Building roof completed and exterior walls in progress, interior framing complete with plumbing, electrical and ventilation work underway.

Project Schedule: In Construction, estimated completion December 2016

Estimated Project Cost: \$23,107,323

Funding Sources: Measure AA

Replacement Health, Fitness, Dance, and PE Building plus Central Plant (Main Campus)

Project Description: The project consists of the demolition of the existing 1958 Locker Room building and replacing it with a new three-story 66,000 SF complex. The new building consists of athletic facilities, fitness center with climbing wall, fitness studios and dance studios.

Since this building is located in the center of campus, it is an ideal location for the central cooling plant which is an energy efficiency project designed to generate chilled water for efficiently for air cooling in buildings throughout the main campus.

Current Progress: The steel framing is being completed and the chilled water loop for the central plant is underway throughout the campus.

Project Schedule: In Construction, estimated completion Phase 1 – December 2016, Phase 2 May 2017

Estimated Project Cost: \$51,643,399

Funding Sources: Measure S, AA, State and Utility Energy Incentives

Student Services Building

Project Description: The new Student Services building will facilitate the centralization of all Student Services operations that are presently dispersed throughout the campus and housed in temporary buildings. This project provides office and service space for approximately 25 Student Services functions. The new building will be sited near the Pico Boulevard main entrance to the SMC campus and thereby provide immediate access for students and members of the college community.

This proposed project also includes accommodation for vehicular access/egress, and underground parking, all in compliance with the Master Plan goal to provide more below grade vehicle parking at the main campus.

Current Progress: DSA review comments have been received and are being addressed by the architectural team. We expect to go to bid with the project in early spring.

Project Schedule: In construction, completion Fall 2018

Estimated Project Cost: \$109,862,122

Funding Sources: Measure S, U and AA

Security and Fire Alarm

Project Description: To better protect student and staff during emergency situations the college is upgrading all its security systems, including access control, video surveillance, and intrusion alarms as well as its fire alarm and mass notification systems to newer digital technologies.

Project Schedule: In Construction, estimated completion October 2016

Estimated Project Cost: \$9,570,794

Funding Sources: Measure AA

Central Plant Building Connections

Project Description: To connect and retrofit individual buildings to the chilled water loop from the Central Plant. Buildings include Business, HSS, Library and Science.

Project Schedule: In construction, completion January 2017

Estimated Project Cost: \$9,486,271

Funding Sources: Measure AA

Section III - Projects in Pre-Construction

Malibu Site Campus

Project Description: In the 1970s and early 1980s, Santa Monica College offered about 70 general education classes and several non-credit classes in Malibu throughout a semester. Today, the program is limited to a few classes offered in school district buildings.

The recommended site acquisition and facility will be a classroom facility to provide general education classes, science, art and Emeritus College classes. There is also an interpretive center to highlight natural environment and history of Malibu and a Sheriff's sub-station. The District has worked cooperatively with the City of Malibu and the County of Los Angeles in planning a site at the Malibu Civic Center.

Current Progress: DSA approval received. Environmental Impact Report completed and approval expected in January 2016. Additional approvals from the City of Malibu and the County of Los Angeles expected in Spring 2016.

Project Schedule: Construction start in Spring 2016

Estimated Project Cost: \$26,775,991

Funding Sources: Measure S, AA

Section IV - Projects in DSA Review

Early Childhood Development Lab & Replacement Childcare Center

Project Description: SMC currently has no dedicated childcare facility and offers lab instruction through various local childcare providers. The District lacks a teaching laboratory facility in Early Childhood Education available at many other community colleges. This project provides for a childcare center for the community plus college instructional facilities. The City of Santa Monica is a partner in this project, providing the site at the Civic Center and a portion of the building funds.

Current Progress: Construction drawings are being completed.

Project Schedule: Received City of Santa Monica Approvals; DSA submittal Spring 2016; Construction Spring 2017

Estimated Project Cost: \$13,176,578

Funding Sources: Measure S with City of Santa Monica

Section V - Future Projects

All of these projects are subject to additional funding sources not in current bond issues.

Replacement Math and Science Extension Building (Main Campus)

Project Description: The math department is currently operating 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 insufficient for the programs. The new building will have classrooms, labs, faculty offices and a planetarium. The district has submitted a request to the Chancellor's Office for state assistance in funding this project.

Drescher Hall: Academic Facilities Modernization, Pico Promenade

Project Description: A current project includes the transformation of the Pico Boulevard side of the campus. One component of this project is a remodel of Drescher Hall, built in the 1960s for the teaching of vocational trades. The building lacks modern infrastructure and is not easily accessible on the first floor. The project will modernize the building and provide for more instructional space.

This project would also make improvements to the college frontage on Pico including a transit plaza to serve the increasing number of students that take advantage of public transportation.



ANNUAL REPORT FOR 2015-16

INTRODUCTION

Santa Monica College continues to forge ahead as an institution that is first in class in exemplifying the community college mission. In 2015-16, the institution achieved recognition in many fields, created innovative curriculum, and took vital—and visionary—steps toward expanding its capacity to serve its communities. While the following list of key achievements is certainly noteworthy, it is not exhaustive. It is, however, a strong representation of our drive as a College to expand opportunities to serve our diverse student body—ultimately ensuring that all who come here succeed, and to maintain our unflinching place as a leader and innovator in higher education.

Here are the key highlights from 2015-2016:

- Santa Monica College made history as one of fifteen community colleges selected by the California Community Colleges Board of Governors to be part of the state’s landmark Baccalaureate Degree Pilot program, to offer a Bachelor’s of Science Degree in Interaction Design. After much preparation, the degree will be launched this fall with a cohort of qualified students.
- In November 2015, after a nationwide search, the Board of Trustees voted unanimously to appoint [Dr. Kathryn E. Jeffery] as Santa Monica College’s new Superintendent/President. [Dr. Jeffery] comes to SMC after serving as president of Sacramento City College. [Her] overall experience in higher education is prolific and diverse—over three decades in roles such as professor, counselor, and administrator—from arts and educational leadership education, to student services and Career Technical Education. Past positions include serving as President of Hennepin Technical College; Provost/Chief Campus Administrator at the College of Southern Nevada in Las Vegas; Vice President of Columbia College in the Yosemite Community College District; and as a Dean at the California Community Colleges Chancellor’s Office. Since taking office in February 2016, [Dr. Jeffery] has immersed [herself] in getting acquainted with the campus community, students and the external community, and has begun the process of wholeheartedly engaging with all of the College’s constituencies.
- SMC marked a 25-year unbroken streak as California’s No. 1 community college in transferring students to the University of California system. The College also continues to be tops in transfers to USC and LMU, and is the top feeder west of the Mississippi to the Ivy League’s Columbia University.
- The STEM Science and Research Initiative “Chemistry Boot Camps”—intensive faculty-led workshops which led to unprecedented success for African-American and Latino students in an introductory general chemistry class—won a Dr. John W. Rice Diversity and Equity Award. Established in 2001 and named for former Board of Governors member Dr. John W. Rice, the award recognizes individuals, programs, or community colleges that have made “the greatest contribution towards faculty and staff diversity or student equity.”

- President Obama awarded a Public Safety Officer Medal of Valor—the highest national award for valor presented to a public safety officer—to Captain Raymond Bottenfield of the Santa Monica College Police Department at a White House ceremony for his heroic actions on June 7, 2013.
- The SMC Malibu Campus project was approved by the City of Malibu Planning Commission and the Malibu City Council, including approval of all requested zoning variances. An appeal to the Coastal Commission resulted in a finding of no substantial issue, providing final approval for the project. Construction is expected to start in 2017.
- The District’s annual independent audit resulted in a clean opinion of the financial statements and marked the ninth consecutive year without any financial findings.
- The College focused its energies on developing an in-depth Accreditation Self-Evaluation Report, an effort that involved scores of employees, in preparation for the ACCJC team visit in October.
- In a continued demonstration of our commitment to academic excellence, SMC hired 30 new full-time, tenure-track faculty members in 2015-16.
- 44 new credit courses and six distance education courses were approved; new courses included 15 upper division courses for the Bachelor of Science degree in Interaction Design. 15 Associate Degrees for Transfer have been approved at the state level. Two department certificates and one Associate degree/Certificate of Achievement were also approved.
- The SMC/UCLA Science and Research Initiative continues to grow. This year, 210 students—compared to last year’s 165—were admitted into the program. 82 percent of SRI Scholars successfully passed STEM courses at SMC.
- SMC Theatre Arts and The Shakespeare Center of Los Angeles (SCLA) launched a groundbreaking “Summer of Shakespeare” collaboration featuring the launch of the SMC Shakespeare Apprentice Company. The premiere season will feature two of Shakespeare’s most popular romantic comedies, involving SMC students as well as a professional cast.
- The College grew its Dual Enrollment program significantly, through enhanced partnership with SMMUSD and collaboration through the LA HI-TECH grant. A total of 38 dual enrollment classes were offered, 13 of them at SMMUSD.
- Admissions launched the Perceptive Intelligent Capture for Transcripts project, facilitating the automation of transcript evaluations; the number of auto-awarded degrees and certificates also increased from 918 last year to 1,818 in 2015-16.
- Among many accomplishments in student services, SMC’s Black Collegians/Adelante program launched a successful mentoring program at John Adams Middle School, pairing students at SMC with JAMS students. A new applied learning and service learning program was launched, and SMC Health Services now provides nutritional counseling to students.
- The Athletics Department enjoyed another record-setting year. The football team won the American Division Bowl Championship; SMC was the only undefeated junior college team in the state and has been moved up into the elite conference, the National Conference of Southern California.

- SMC was one of only four community colleges nationwide to receive a NASA Minority University Research and Education Project (MUREP) Community College Curriculum Improvement grant. The grant gives SMC up to \$250,000 annually—for up to three years—to provide training for professors teaching STEM courses. The college received 13 new grant awards, a total of nearly \$5 million.
- The successful Study Abroad program was expanded with the approval and launch of a one-unit Global Studies field studies course this spring, and the locations were England and Korea. A summer and winter program also took place in Latin America and South Africa respectively.
- A streamlined institutional version of SMC's award-winning educational planning tool MyEdPlan went live—for use by both students and counselors; and the District's server infrastructure was upgraded and Internet congestion issues addressed by doubling the available bandwidth.
- The College benefited from a recovering state economy, ending 2014-15 with a general fund balance of \$13.8 million or 9.15 percent. The 2015-16 state budget for the community college system was the largest in the College's history—resulting in the institution experiencing its worst and best budgets within a period of just five years.
- The new 17th Street/Santa Monica College station on Metro's Expo Line—the first light rail transit connecting downtown Los Angeles to Santa Monica in over six decades—opened in May, making it possible for thousands of students to ride Expo direct to campus. New transportation options including rideshare services like uberPOOL were also introduced to alleviate traffic congestion.
- Construction on several new and modern learning facilities is in full swing—with several close to completion. These include The Center for Media & Design; the East Wing of the Performing Arts Center; and the Health, PE, Fitness, and Dance project.
- After a collaborative negotiation process, the District and the California School Employees Association reached a new successor agreement effective July 2015 through June 2018.
- The SMC Foundation distributed more than 780 scholarships totaling \$687,474 in 2015-16.
- The Broad Stage celebrated its eighth season with opera superstar Anna Netrebko, the London production of *1984*, and performances featuring Lil'Buck, Keb Mo, Andre Watts and other top-notch performers. The Broad Stage continued to expand its educational programs, reaching 23,000 students, teachers and family members.
- KCRW saw audience growth of 40 percent, with 770,000 weekly listeners. KCRW is set to move into its new facilities at the rebranded SMC Center for Media & Design in Spring 2017.
- The Board unanimously approved a resolution to place a \$345 million classroom repair, career training, and higher education access measure on the November ballot. The Santa Monica City Council unanimously endorsed the proposed bond measure. All the campus projects are drawn from SMC's 2010 Facilities Master Plan and other priority facility projects submitted to the state—all approved with substantial community input. The bond measure also includes three joint use projects: with the Santa Monica-Malibu Unified School District to replace the defunct John Adams Middle School Auditorium; with the City of Santa Monica to expand Memorial Park for more athletic field space; and with the City of Malibu to fund instructional enhancements to SMC's program in Malibu.

No list of accomplishments would be complete without citing just a few of the accolades that our students and programs have won: The American Chemical Society (ACS) Committee on Education recognized the student-run SMC Chemistry Club with an 'Outstanding' recognition, ACS's highest; SMC student Carlos Vasquez was also selected as an ACS Scholar; SMC student Angela Smith won a full scholarship to Stanford University; the student newspaper *The Corsair* earned more than 20 awards in prestigious national and state student journalism competitions; the Debate Team won awards at the LMU California Cup Tournament, and scored a victory over the Japanese National Debate Team; *CORA*, a student film, was screened at the American Pavilion Emerging Filmmaker Showcase at the 2016 Cannes Film Festival, and was shortlisted for the BAFTA US Student Film Award; and the SMC Theatre Arts Department's production of "M. Courage" was invited to the 48th Annual Kennedy Center American College Theatre Regional Festival.

Thank you to the employees of SMC whose tireless work and dedication to our students is the backbone of any success we celebrate. Finally, I want to thank the Board of Trustees for their exemplary leadership and support. Your commitment to student success—as well as your championing of educational equity and quality—is what makes Santa Monica College a model of excellence.

Dr. Kathryn E. Jeffery
SMC Superintendent/President

Santa Monica Community College District
DISTRICT PLANNING AND ADVISORY COUNCIL (DPAC)
SUMMARY OF ACTIONS
2015-2016

During 2015-2016, 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 11 recommendations approved by DPAC during 2015-2016 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

- #154-A..... Resolution Regarding Full-Time Faculty Hiring August 26, 2015
- #160-A..... Resolution Regarding Full-Time Faculty Hiring February 24, 2016

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

- #152-A..... Approval of Business Continuity Plan..... July 22, 2015
- #153-A..... Recommendation to Eliminate Designated Reserve Item for Future STRS and PERS Increases August 26, 2015
- #161-A..... Budget – CalPERS and CalSTRS Unfunded Liabilities April 27, 2016
- #162-A..... Budget: Student ID Fee Name and Fund Balance Goal..... June 8, 2016

Goal 4 Sustainable Physical Environment

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

Goal 5 Supportive Collegial Environment

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

Organizational Functions

- #155-A..... Approval of Responses to Institutional Objectives, 2014-2015 September 9, 2015
- #156-A..... Approval of Institutional Objectives, 2015-2016 (except for #11) September 9, 2015
- #157-A..... Approval of DPAC Annual Report, 2014-2015 September 9, 2015
- #158-A..... Approval of Master Plan for Education Update October 28, 2015
- #159-A..... Approval of DPAC Charter and Organization, 2015-2016..... October 28, 2015

Recommendation to Superintendent/President
 Superintendent/President’s Response